ED 375 244   AA 001 254

Resources in Education (RIE). Volume 30, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 375 263 CE 067 402

Implementing the Indiana Model. Indiana Leadership Consortium: Equity through Change.

SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Jun 94
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Consortia; Demonstration Programs; *Educational Change; *Equal Education; Fused Curriculum; Leadership; Mentors; Models; Partnerships in Education; Postsecondary Education; Secondary Education; *Sex Fairness; *Statewide Planning; Strategic Planning; Technical Assistance; *Vocational Education
IDENTIFIERS- Coalitions; *Indiana

This guide, which was developed as a part of a multi-year, statewide effort to institutionalize gender equity in various educational settings throughout Indiana, presents a step-by-step process model for achieving gender equity in the state's secondary- and postsecondary-level vocational programs through coalition building and implementation of a change process that infuses gender equity concepts and practices into existing programs and policies. Discussed in the overview are the following: the manual's purpose and contents; the purpose and components of the Indiana model; and the purpose, membership, and operation of the leadership consortium responsible for overseeing the model's implementation. The following topics are covered in the section on impact sites: staffing roles and responsibilities, local action plans, institutional changes, the student model, infusion strategies, and implementation of the model at the various impact sites. A chart detailing mentoring activities conducted at selected demonstration sites is provided. Presented in a section devoted to technical assistance are an overview of the 3-year training agenda for leadership consortium members and a series of conclusions and recommendations based on information gathered by those individuals actually implementing the model and those affected by the project. Concluding the guide are a glossary and maps to the equity and change demonstration sites. (MN)

ED 375 282 CE 067 435

Linton, Derek S.
"Who Has the Youth, Has the Future." The Campaign To Save Young
Workers in Imperial Germany.
PUB DATE- 91
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Apprenticeships; Church Programs; Developed Nations;
*European History; Foreign Countries; Secondary Education;
*Social Problems; Vocational Education; Youth; Youth
Employment; *Youth Problems; Youth Programs
IDENTIFIERS- *Germany

This book examines the period around 1900 when young laborers were considered an official social problem in the German Empire. Chapter 2 demonstrates the structural foundations and preconditions of the youth salvation campaign. It analyzes the position of young workers in Germany's urban population, their rapidly changing roles in the labor force, and their legal status. Chapter 3 explores the image of young laborers as sketched by the youth savers, the concrete social ills they addressed, and the remedies they proposed. Chapter 4 compares the schools in Dusseldorf with those in Munich. Chapter 5 contrasts the youth work of the Protestant and Catholic churches and discusses the difficulties that both churches encountered in trying to win young workers. The genesis of the Socialist youth movement and its relations with the imperial authorities and the youth salvation campaign are the subjects of chapter 6. Chapter 7 explores the characteristics of the new, more intense, and more politicized phase and their consequences. Chapter 8 considers the inclusion of young females in the salvation campaign. Focuses of chapter 9 are young workers and youth cultivation in war. Chapter 10 draws conclusions about the significance of the battle for young workers in Imperial Germany. Questions are raised about lines of continuity between the youth policy of the Empire and the policies of the Weimar Republic and Nazi Germany. The book contains 33 references, 56 pages of endnotes, and an index. (YLB)

ED 375 301 CE 067 465

Peck, Jacqueline G.
Building on the Strengths of Social Networks. Research to Practice.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Adult Basic Education.
PUB DATE- Oct 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; English (Second Language); High School Equivalency Programs; *Literacy Education; *Social Networks; *Student Motivation; Teaching Methods
IDENTIFIERS- Ohio

A study explored the nature of adult learners' social networks by interviewing six adult learners at a suburban northeast Ohio adult education site. Five of the subjects were working to pass the General Education Development Test and one was a student of English as a Second Language. The study found that several of the subjects had social networks that encouraged their participation in adult education, but several of the participants' networks were not supportive. All six subjects spoke about the support they felt from their current adult education teachers--especially compared to the elementary and secondary teachers they had had earlier. Friends were usually supportive of the learners' schooling efforts, but occasionally attempted to hinder the learners. One factor consistently emerged from the interviews as entirely supportive of literacy growth--the learners themselves. Without exception, the decision to participate in adult education was made independently. Specific occupational goals were also consistently named as supportive of literacy growth. Three ways that the findings could be used to help tutors, teachers, and program administrators work with adult learners were suggested: (1) since adult learners already function in interdependent social networks, it should be possible to build literacy networks through classes in reading and writing; (2) the social aspect of literacy could be legitimized through meaningful classroom interactions; and (3) the strong sense of ownership that adult learners bring to their literacy experiences suggests the appropriateness of a self-assessment component in literacy programs. (KC)

ED 375 319 CE 067 488

Anisef, Paul, Ed.; Axelrod, Paul, Ed.
Transitions: Schooling and Employment in Canada.
PUB DATE- 93
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Blacks; College Graduates; *Education Work Relationship; Employment Opportunities; *Employment Patterns; Females; Foreign Countries; High School Graduates; Lifelong Learning; Postsecondary Education; Research Methodology; Research Reports; Rural Education; School Business Relationship; Science Education; Secondary Education; Social Change; Underemployment; Urban Education; Womens Education
IDENTIFIERS- *Canada

This book presents 11 papers of new research by scholars from across Canada engaged in the study of youth, schooling, employment, and social change. It describes the multiple transitions that young adults encounter in their journey from school to work. Particular attention is paid to the themes of gender, socioeconomic status, ethnocultural origin, and region. The book is organized in two parts. Part I, Communities and Constituencies, contains six chapters: "Getting There and Staying There: Blacks' Employment Experience" (Carl E. James); "Gender Tracks: Male-Female Perceptions of Home-School-Work Transitions" (Nancy Mandell, Stewart Crysdale); "Interconnected Transitions and Their Costs: Gender and Urban/Rural Differences in the Transitions to Work" (E. Dianne Looker); "Transition of Adolescents into Science Career Pathways" (John H. Lewko, and others); "Lifelong Education and Chronic Underemployment: Exploring the Contradiction" (D. W. Livingston); and "Universities, Graduates, and the Marketplace: Canadian Patterns and Prospects" (Paul Anisef, Paul Axelrod). Part II, Perspectives and Research Methodologies, contains these five chapters: "Transitions: From School to Work and Back: A New Paradigm" (Alan M. Thomas); "Education and Employment in Quebec: A Review of the Literature" (Pierre Dandurand, Roland Ouellet); "Life Trajectories, Action, and Negotiating the Transition from High School" (Lesley Andres Bellamy); "First Nations Empowerment in Community Based Research" (Lesley Andres Schulyer Webster, Herbert Nabigon); and "Panel Studies of the Transition from School to Work: Some Methodological Considerations" (Harvey Krahn, and others). (KC)

ED 375 339 CG 025 630

Bien, Ellen C.; Stern, Susan S.

Democracy as Discipline.

PUB DATE- 2 Mar 94
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 1-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; Classroom Techniques; *Democracy; *Discipline; Elementary Education; School Effectiveness; *School Organization; School Psychologists; School Restructuring; Self Determination; *Student Attitudes; Student Developed Materials; Student Development; *Student Participation; Teachers
IDENTIFIERS- District of Columbia

This paper describes an elementary school's attempts to give its students a "moral education." The school's program emphasized participation and discussion while stressing rules and principles of cooperation, trust, community, autonomy, and self-reliance. School personnel initiated a more democratic environment by moving the locus of disciplinary control from adults to students, as based upon the latter's moral judgment. The school's Honor Code was rewritten in a simpler format so that even those children in kindergarten could understand it. Each child, parent, and teacher then signed the Honor Code which became the school's constitution. Additionally, during the first week of school, each class wrote its own constitution following lengthy discussion and a vote by class members and the teacher. Writing the class constitution and conducting regular class meetings formed the foundation for the democratic classroom. The paper discusses some particular issues raised with the inception of the constitutions and explains how the classes resolved their problems. The administration's commitment to such a program was important and the school psychologist may play a vital role in aiding the program. Ten exhibits in the back provide examples of the Honor Code, student questionnaires, class constitutions, and strategies for behavior management. (RJM)

ED 375 358 CG 025 763

Crow, Judy C.
Play Therapy with Low Achievers in Reading.
PUB DATE- 25 Jul 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; Children; Compensatory Education; Dramatic Play; Elementary Education; Learning Problems; Play; *Play Therapy; *Reading Difficulties; *Reading Failure; Reading Instruction; *Remedial Reading; *Self Concept; Self Concept Measures
IDENTIFIERS- Gates MacGinitie Reading Tests; Intellectual Achievement Responsibility; Piers Harris Childrens Self Concept Scale

Achievement in most academic areas depends on reading. This study examines the relationship between play therapy and reading. Twenty-four first graders from two North Louisiana schools, who were repeating first grade and who had scored lowest on the Gates MacGinite Reading Test (GMRT) and the Stanford Reading Achievement Test the previous year, participated in this study. Researchers divided the children into an experimental group and a control group. Those in the former cluster received one 30-minute individual play therapy session each week for 10 weeks. The play therapist followed the Principles of Child-Centered Play Therapy and tracked the children's play, reflected their feelings, and set limits if necessary. The GMRT, the Piers-Harris Children's Self-Concept Scale, and the Intellectual Achievement Responsibility (IAR) questionnaire were administered to all children one week prior to the play therapy sessions and one week after the sessions' conclusion. Results indicated that children who received play therapy scored significantly higher on the self-concept inventory than children in the control group. However, children who received play therapy did not achieve notably higher mean scores on the IAR (locus of control) and the GMRT. Likewise, play therapy did not appear to increase students' measured reading ability. Contains 31 references. (RJM)

ED 375 377 CS 011 849

Pollock, John S.
Chapter 1 Early Literacy Summer School, 1993. Final Evaluation Report.

PUB DATE- 15 Dec 93
NOTE- 14p.; For 1992 report, see ED 350 585.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Early Intervention; Grade 1; *High Risk Students; Primary Education; *Program Effectiveness; *Reading Instruction; Reading Programs; *Summer Programs
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; *Emergent Literacy; Reading Recovery Projects

A study examined the effectiveness of the Chapter 1 Early Literacy Summer School program. The program provided additional reading instruction to underachieving first-grade pupils at six schools located throughout the Columbus, Ohio public school district. The program featured group instruction (with many of the activities modeled after the Reading Recovery program) for 3.25 hours daily in 23 classrooms for 20 to 25 pupils each over a period of 24 days of instruction. Of the 488 pupils served, 288 (59%) met the attendance criterion for inclusion in the treatment group. Results indicated that (1) of the 288 treatment group pupils, 258 (89.6%) read a minimum of eight books; (2) 88.5% of the pupils independently wrote at least two samples of meaningful text, with one of the two samples at pattern level IV or higher; and parents of 86.5% the pupils attended at least one parent meeting, and that 96.5% of the pupils were represented by an adult at one or more of the parent meetings. Findings suggest that inservice sessions for parents should continue, similar parent inservices should be considered for the regular school year, and program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils served. (A calendar worksheet for computing days of pupil service, a parent involvement log, and the pupil data sheet are attached.) (RS)

ED 375 397   CS 214 518

Cushman, Mary Ellen
Praxis and Ethnography: Empowering Urban, African-American Women through an Expanded Model of Participant Observation.
PUB DATE- 16 Jul 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Community; *Blacks; Ethnography; *Females; *Literacy; *Participant Observation; Participatory Research; *Rhetoric; Rhetorical Theory
IDENTIFIERS- *African Americans; Composition Theory; *Empowerment; Literacy as a Social Process; Researcher Role

A year-and-a-half of ethnographic fieldwork in a primarily African-American neighborhood suggests that praxis and ethnographic methods can be stirred together to produce empowering literacy artifacts and discourse in the community. Originally a Marxist notion, praxis requires researchers to understand how people characterize their own situations within larger social and political contexts. In the present context, it also asks the researcher to put something back into the community he or she studies. Embarking on a study that asks, "How do African-Americans use language and literacy to navigate the institutional settings with which they come into contact?" one researcher found that she could help to empower the people she worked with. As an ethnographer, emowerment meant: (1) enabling people to achieve a goal by providing resources for them; (2) facilitating actions--particularly those associated with language and literacy; and (3) lending the researcher's power or status to forward people's achievement. Academics who often take quiet space and time for granted can help to offer such space to the objects of their study, many of whom may not normally have such luxuries. They can also simplify access to the university and its services. And they can serve as character references; that is, they can use their status to further the goals of the people they work with. (Contains 26 references.) (TB)

ED 375 416 CS 214 565

Goodburn, Amy; Ina, Beth

Who's Watching Who?: Shifting Power Relations of Teachers, Researchers, and Students.

PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Ethnography; Graduate Students; Higher Education; *Participant Observation; *Teacher Attitudes; *Teacher Evaluation; Teacher Student Relationship; Writing Instruction
IDENTIFIERS- *Teacher Researcher Relationship

The power relations between ethnographers, teachers and students present more than a few difficulties. When one graduate student sat in on--in fact, became a student in--another graduate student's elementary composition class, "The American Experience through Literature," several problems arose concerning the status of the enthographer--was she a student, an ally, a mediator?--and concerning the ownership of the ethnographer's material and who she could show it to and whether or not she needed the instructor's permission. Here are some questions which the participants wish they had spoken more explicitly about prior to the project: (1) If the instructor finds the ethnographer's presence negative, are there other benefits for the teacher and the students? At what point should the ethnographer volunteer to leave? (2) Who will own the data? Is the ethnographer obligated to get permission from the instructor to use graded papers in public situations? (3) How will issues of representation be negotiated? Will interpretations be cycled through the participants? In this particular case, the students dispersed after the term was over and did not seem interested in reading subsequent texts. Is the ethnographer obligated, though, to show the instructor what she has written about the class? Given these issues, ethnographers and instructors might consider writing out a contract, outlining their expectations. (TB)

ED 375 435 CS 214 598

North Dakota English Language Arts Curriculum Frameworks: Standards and Benchmarks.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 45p.; For Volumes I and II, see ED 370 175-176, respectively.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Curriculum Design; Grade 4; Grade 8; Grade 12; Intermediate Grades; *Language Arts; Language Usage; *Reading Instruction; Reading Processes; Secondary Education; State Curriculum Guides; *State Standards; *Writing Instruction; Writing Processes
IDENTIFIERS- *North Dakota

Designed to improve student achievement in the English language arts by engaging students in literacy standards, this draft document presents content standards and benchmarks that will help prepare North Dakota students for new complexities of work and social life. The document begins with a preface, a list of basic assumptions, and definitions of terms. Mainly the document describes each of the six standards (including organizing information effectively, actively engaging in the reading process, comprehending literature, engaging in the writing process, and understanding and applying principles of language use), with lists of accompanying benchmarks at grades 4, 8, and 12. Examples of performance activities that support the standard and benchmarks are included in the document. The document then presents a summary of the standards and benchmarks; a list of North Dakota English Language Arts Committee members; a brief history of the project; a list of seven ways in which the document might be used; recommendations for other committees undertaking the writing of standards and benchmarks; and a list of graduation outcomes recommended by the Council on Performance Standards and Assessment. A 28-item selected list of works consulted are attached. (RS)

ED 375 455 CS 508 730

Lang, Annie; And Others
Categorical and Dimensional Theories of Emotion: How They Predict Memory for Television Messages.

PUB DATE- 10 Aug 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Journalism; *Emotional Response; Higher Education; Media Research; News Reporting; *Recall (Psychology); Television Viewing; Undergraduate Students
IDENTIFIERS- Message Responses; News Stories

The purpose of this study is to integrate categorical and dimensional approaches to emotion and examine both the effects of emotional type and of the emotional dimensions of valence and arousal on memory for television messages. Subjects, 105 freshmen and sophomore communication students at a Western university participating in the experiment for extra credit, were exposed to four news stories containing counterbalanced presentations of emotion (disgust, anger, fear, none) and story subject in a mixed 4x4 design. Dependent variables were subjective evaluation of arousal and valence, and free recall of the news stories. Results indicate that different emotion types differ significantly on ratings of arousal and valence and on memory for stories. Results also indicate a significant main effect for story subject on valence and story subject on memory. The finding that an interaction between story topic and emotion type on the memory data suggests that both arousal of the story topic and arousal of the emotion type combine to determine how well a story is remembered. (Contains 28 references, and three tables and two figures of data.) (Author/RS)

ED 375 475 EA 026 172

Adler, Louise
Curriculum Challenges in California: Third Statewide Survey of Challenges to Curriculum Materials and Services.
SPONS. AGENCY- Educational Congress of California.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Freedom; Boards of Education; *Censorship; Conflict; *Controversial Issues (Course Content); *Curriculum Problems; Elementary Secondary Education; Intellectual Freedom; *Moral Issues; *Public Schools; Religious Conflict; School Districts
IDENTIFIERS- *California

This paper presents findings of a longitudinal survey that gathered information on the number and types of challenges to curriculum and services in the California public schools. Data were collected from a questionnaire sent by the Board of Directors of the Educational Congress of California to every school-district superintendent in the state in 1990, 1991, and 1993. Sixty percent of the superintendents responding in 1993 indicated that challenges to curriculum had occurred in their districts. The challengers usually asked school districts to completely end the use of material or services (68 percent), rather than request that their children be excused from using the material (3 percent). Concerns about religious conflict or satanic/witchcraft issues accounted for 50 percent of the 1993 challenges, an increase of 9 percentage points since 1990. The vast majority of challenges were contentious and disruptive. In both the 1991 and 1993 surveys, administrators said that they would be less likely to adopt material challenged elsewhere or would not consider objects of controversy in other districts. Finally, 5 percent of the 1993 challenges came from school board members. Twenty-two tables are included. Appendices contain lists of the objects of challenges, challenging groups, professional resources, a sample board policy and administrative regulations, a copy of the questionnaires, and information on the Educational Congress of California. (LMI)

ED 375 495 EA 026 197

Lin, Jing

The Development and Prospect of Private Schools in China: A Preliminary Study.

PUB DATE- Apr 94

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Decentralization; Educational History; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Higher Education; Institutional Autonomy; Nontraditional Education; Private Colleges; *Private Education; *Private Schools; *School Choice

IDENTIFIERS- *China

This paper presents information on a new educational phenomenon in China--private schools. It reflects on the history of private education in China and its disappearance since 1949. Economic, social, and political conditions that prompted the reemergence of private schools since China's economic reform started in 1978 are examined. The article provides a preliminary overview of the rapid development of private schools by examining three major types of private schools, analyzing their characteristics, and pinpointing their potentials and problems. The three major types of private schools include: (1) urban elite primary and secondary; (2) ordinary private schools; and (3) private regular (degree-granting) universities and adult universities. The reappearance and rapid development of private schools in China raises questions concerning educational inequality, efficiency, and diversity. Private schools give parents more choices, may stimulate public schools to improve educational quality, and more closely link schools with society. They feature self-governance, self-support, self-defined curriculum, self-selected students and faculty, and small size. Their exemption from state mandate and self-defined mission give them greater latitude for development. However, their autonomy is influenced by the marketplace, social and legal support, and government regulations. Although the Chinese government has generally responded positively to private schools, it has not developed concrete policies or provided support for improvement. (Author/LMI)

ED 375 515   EA 026 224

Moore, Gary T.; Lackney, Jeffery A.
Design Patterns for American Schools: Responding to the Reform Movement.
PUB DATE- Apr 93
NOTE- 29p.; An earlier version of this paper was presented as the keynote address at the Prairie School National Conference on Architecture and Education (Racine, WI, May 16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Environment; Educational Facilities; *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; Institutional Environment; *School Buildings; School Size; School Space; *Space Utilization

This paper explores the often elusive yet very important relationship between architectural design and educational reform. A review of the major findings from the educational and architectural research literatures on the impacts of school design on educational program effectiveness is presented. Commonalities among the disciplines were identified to create 27 design patterns. Seven sample patterns are described: (1) small schools; (2) the school as community center/necklace of community activities; (3) team suites/clusters of classrooms; (4) supervisable circulation paths; (5) small classrooms; (6) portfolio process studio; and (7) cluster of teacher offices. A table shows the origins and ranking of all 27 patterns. The development and use of design patterns should be seen as a collaborative dialogue between researchers and practitioners from both the architectural and educational professions. In addition, there is a need for a process view of the implementation of these reforms. (LMI)

ED 375 535 EC 303 371

Hellerman, Susan B., Ed.
Imagine...Opportunities and Resources for Academically Talented Youth, 1993-1994.
PUB DATE- 94
NOTE- 82p.; Individual issues have been separately analyzed, see EC 303 372-376.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Career Planning; College Bound Students; *College Choice; Competition; *Educational Opportunities; Resources; Secondary Education; *Student Development; Summer Programs

This document consists of the first year's output (5 issues) of a newsletter describing opportunities and resources for youth who are academically gifted, in an effort to achieve a match between their interests and abilities and their educational programming. The theme of the first issue is "Entering Academic Competitions." It describes selected competitions from a variety of academic areas. The second issue, "Planning Ahead for College," discusses what college admissions officers are looking for, describes four types of undergraduate environments, and outlines financial aid procedures. The third issue, "Choosing Academic Summer Programs," offers a student's perspective and provides a directory of summer opportunities. The fourth issue, "Getting the Best Precollege Education," discusses choosing a high school, considering early college entrance, advanced placement programs, and ability grouping. The final issue, "Exploring Career Options," discusses multipotentiality, career indecision, and mentorships and lists sources of career information. A regular feature of each issue is a student's review of a university. Universities reviewed include Stanford University (California), Washington University (Missouri), Johns Hopkins University (Maryland), Yale University (Connecticut), and Brown University (Rhode Island). Other regular features include stories, poems, book reviews, and puzzles created by talented youth. (JDD)

ED 375 555 EC 303 392

Crealock, Carol; Kronick, Doreen
Children and Young People with Specific Learning Disabilities. Guides for Special Education No. 9.
PUB DATE- 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Cognitive Processes; Cognitive Restructuring; Definitions; Elementary Secondary Education; Foreign Countries; Interpersonal Competence; Intervention; *Learning Disabilities; *Remedial Instruction; Student Characteristics; *Symptoms (Individual Disorders); Teaching Methods; Visual Perception

This guide is intended for teachers, parents, and community workers in many countries and provides concrete advice on meeting the needs of children with specific learning disabilities. The guide begins with a definition of learning disabilities and identifies seven areas of disability. It then considers in more detail five areas concerned with cognitive skills: (1) handling complexity; (2) handling tasks adaptively and flexibly; (3) attending to and remembering the differences that make a difference; (4) thinking symbolically, noticing patterns, and understanding concepts; and (5) using reflection/imagery. General principles relating to remediation are then presented, such as: remediation involves starting with students where they are, and remediation promotes self knowledge and alternatives. Several global strategies are described including task analysis, mastery learning, and developing cognitive and study skills. Specific strategies in the areas of language (listening, speaking, reading, and writing), mathematics, social skills, visual skills, knowledge of the body, spatial/temporal perception, and practical skills are offered next. A final section provides guidelines for parents. A glossary and list of organizational resources in 18 nations complete the guide. Contains 11 references. (DB)

ED 375 574 EC 303 413

Mallory, Bruce L.; And Others
Traditional and Changing Views of Disability in Developing Societies: Causes, Consequences, Cautions. Monograph #53.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Feb 93
NOTE- 111p.; A product of the International Exchange of Experts and Information in Rehabilitation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020),Books (010)
DESCRIPTORS- Attitude Change; Attribution Theory; *Beliefs; *Cultural Differences; Cultural Influences; *Developing Nations; *Disabilities; Ethnic Groups; Foreign Countries; Minority Groups; Rehabilitation; Self Determination; *Social Attitudes; Social Influences; Surveys
IDENTIFIERS- *Africa; Attitudes toward Disabled

This monograph is based on an international survey of approximately 60 individuals/organizations concerning the nature of disability and disability awareness. The survey was part of a project of the International Exchange of Experts and Information on Rehabilitation which is attempting to make information about disability issues from other countries available to U.S. audiences. The three papers in this monograph give special attention to disability issues in Africa. In "Changing Beliefs about Disability in Developing Countries: Historical Factors and Sociocultural Variables," Bruce L. Mallory identifies salient themes from the survey grouped into six categories: (1) cultural values, (2) attribution theories, (3) attitudinal responses, (4) institutional effects, (5) adaptability and change in belief systems, and (6) nature of the disability. Examples from three developing countries (Zaire, Kenya, and Thailand) illustrate the themes. In the second paper, "An Examination of Some Traditional African Attitudes towards Disability," Robert W. Nicholls compares the beliefs and behaviors of disparate ethnic groups including the Igede, Igbo, and Yoruba of Nigeria, and the Ndembu of Zambia. The third paper is by James I. Charlton and is titled "Development and Disability: Voices from the Periphery - Zimbabwe." Charlton addresses the contradictions that the disability rights movement in Zimbabwe confronts within the economic, cultural, and political milieu of Zimbabwe. A commentary on the papers is provided by Kofi Marfo, followed by a rejoinder written by Robert W. Nicholls. An appendix lists sample answers to survey questions. (DB)

ED 375 593　　　　EC 303 433

Passow, A. Harry; Rudnitski, Rose A.
Transforming Policy To Enhance Educational Services for the Gifted.
PUB DATE- 4 Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; Curriculum; Definitions; Delivery Systems; *Educational Change; Educational Needs; Educational Philosophy; *Educational Policy; Elementary Secondary Education; *Gifted; Legal Responsibility; State Legislation; *State Programs; *Talent

This paper looks at broad trends in education of the gifted and identifies elements that states should review and reconsider in terms of the current climate for educational reform. The 1972 Marland report is contrasted with the 1993 report of the U.S. Department of Education titled "National Excellence: A Case for Developing America's Talent;" Marland's exclusive focus on the education of the gifted and talented versus the later report's emphasis on excellence for all students is noted. This paper then identifies the following specific areas for state policy review, based on a review of documents from 49 states: (1) philosophy and rationale; (2) mandated services; (3) definitions of the gifted; (4) identification procedures; (5) programs for the gifted; and (6) differentiated curriculum and instruction. States are urged to accept the challenge offered by the "National Excellence" Report, reevaluate their policies, and consider changes recommended in this paper. (DB)

ED 375 613 FL 022 331

Griffin, Glenda Gillespie

The Relationship between Starting Age and Second Language Learning.

PUB DATE- May 93
NOTE- 51p.; Master's Thesis, Dominican College of San Raphael, California.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Achievement Gains; Achievement Tests; Advanced Placement; *Age Differences; Elementary Secondary Education; FLES; *French; High Schools; High School Seniors; *Language Skills; Private Schools; Second Language Learning; *Second Languages; Skill Development; Standardized Tests; *Time Factors (Learning)
IDENTIFIERS- California (San Francisco Bay Area)

A study examined the relationship between the age at which children started second language learning and their achievement by the end on high school. Subjects were 26 native English-speaking private school seniors. Half had begun French language study in grades K-4 (early starters) and half in grades 5-8 (late starters). Language skills were measured using two standardized French language achievement and advanced placement (AP) tests. Statistical analyses of test results indicate no systematic relationship between starting time and achievement test scores, nor any between AP test scores for the early starters. There was a moderate inverse relationship between AP test scores and late starting. Overall, early starting appeared to have very little influence on increasing second language proficiency by the end of high school in this population. (MSE)

ED 375 634 FL 022 471

Nunan, David
Designing Tasks for the Communicative Classroom.
PUB DATE- 89
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); Curriculum Design; Elementary Secondary Education; *Grading; Inservice Teacher Education; *Instructional Design; *Language Skills; Language Teachers; Second Language Instruction; *Second Languages; Skill Development; Student Role; *Task Analysis; Teacher Role

This book provides teachers with a practical introduction to the design and development of communicative language learning tasks. The ideas presented are relevant to teachers working in or preparing for a range of situations with a variety of learner types. First, some basic issues concerning communicative learning tasks are discussed, and the role of the learner is examined briefly. Central issues in language and learning relating to these tasks are then considered, particularly as they relate to learning in the four skill areas (listening, speaking, reading, writing) in a second language. Central characteristics of communicative learning tasks and a scheme for analyzing them are then outlined. A discussion of the roles of teacher and learner, implicit in any task, looks also at the ways in which the roles change as the focus of the activity changes. One chapter addresses issues and difficulties in grading tasks, and another presents options in sequencing and integrating tasks to form lessons or instructional units. Finally, teacher development concerning task analysis, construction, and evaluation is discussed. Appended materials include a selection of tasks and work units, an overview of approaches and methods, sample graded activities for the four skill areas, and a bibliography. (MSE)

ED 375 654   FL 022 499

Brechtel, Marcia
Bringing the Whole Together: An Integrated, Whole Language
  Approach for the Multilingual Classroom.
PUB DATE- 92
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Techniques; Cultural Pluralism;
  *Curriculum Design; Difficulty Level; Educational Strategies;
  *English (Second Language); *Instructional Development;
  Language Research; *Lesson Plans; Models; Second Language
  Instruction; *Whole Language Approach

The book, designed for teachers of both beginning-level and transitional students of English as a Second Language (ESL), outlines the Guided Language Experience Process (GLEP) model for planning ESL instructional units using the whole language approach. The first section summarizes research that has influenced this model and its implications for teachers. The second section describes the empty model for unit planning and offers instructions on how to use it, including a generic unit plan. A GLEP unit consists of two basic parts: (1) an idea page that outlines the unit theme, focusing and motivational aspects, closure and evaluation plan, concepts, vocabulary, skills (both English language arts and mathematics, science, and social studies content), and resources and materials; and (2) unit planning pages, which further break down the whole into component parts (specific focusing and motivation strategies, input, guided oral practice, reading/writing activities, extended activities for integration, closure and evaluation activities). A series of sample units on comparative folklore, common threads in human experience in different cultures, and pond life are then provided. The final chapter offers more detailed discussion of strategies and terms. A glossary, sample daily lesson plans, list of resources and useful topics, and bibliography are appended. (MSE)

ED 375 674 FL 022 530

Feasibility Study of Statewide Implementation of the Fairfax County Elementary Foreign Language Immersion Program. Report of the Virginia Department of Education to the Governor and General Assembly of Virginia. House Document No. 26.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; Feasibility Studies; Financial Problems; FLES; *Immersion Programs; Program Evaluation; Program Implementation; *Second Language Instruction; *Second Language Programs; State Legislation; *State Programs; Teacher Education; Teacher Shortage
IDENTIFIERS- *Fairfax County Schools VA

This report examines the efficacy of implementing Fairfax County's elementary language immersion program on a statewide basis in Virginia. The report discusses the current state of elementary foreign language programs in the state, and describes the Fairfax County immersion program for grades one through six. It then presents an evaluation of the immersion program, and the availability of staff and instructional materials for the implementation of such a program on a statewide basis. Finally, it considers policy and fiscal implications of statewide implication. The report concludes that while the Fairfax program is highly effective, and the implementation of a foreign language immersion program on a statewide basis would be highly desirable, current conditions preclude the adoption of such a program. Current fiscal constraints throughout Virginia and the apparent inability to locate a sufficient pool of teacher applicants needed for statewide implementation are major limiting factors governing the consideration of such a program. Eight appendixes provide information on the Virginia House Joint Resolution governing the feasibility study, the workplan for the study, state foreign language enrollments, the status of foreign language immersion programs, and state-approved teacher preparation programs. (MDM)

ED 375 694 HE 027 778

Lenzo, Kate
Reinventing Ethos: Validity, Authority, and the Transgressive Self.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Doctoral Dissertations; Experimenter Characteristics; Higher Education; *Participant Observation; Power Structure; Qualitative Research; *Reader Text Relationship; *Researchers; Research Methodology; Research Reports; Social Science Research; *Validity
IDENTIFIERS- *Authority; *Ethos; Poststructuralism; Researcher Subject Relationship

This paper addresses questions of validity, textual authority, and the rhetorical handling of the researcher-as-self by examining current thinking on poststructural approaches in the work of Patti Lather and Laurel Richardson. The first section introduces the idea of inquiry validity as an "incitement to discourse," a view which changes the character of the social science report from a closed narrative with a tight argument structure into a more open narrative with holes and questions and the admission of partiality. The next section focuses on ethos, which is associated with the character of the speaker and how authors achieve textual authority. Lather's and Richardson's approaches to qualitative inquiry suggests a reinvention of the "scientific ethos" which is then applied to a reading of a poststructural educational text by Erica McWilliams. The following section describes the notion of a "transgressive self," one who fluidly positions itself in multiple places in the discourse and thereby constructs a text more radical than an openly revolutionary text could be. In a concluding section, it is noted that McWilliam's dissertation is presented in traditional form with appeals to authority and validity but also with experimental use of a transgressive self. Contains 39 references. (JB)

ED 375 695 HE 027 779

ED 375 245 CE 067 181

Mid-Atlantic Regional Training Center for Residential Construction Trades. Final Program Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Dec 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Carpentry; Competence; Competency Based Education; *Construction Industry; Federal Programs; Job Skills; *Job Training; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Regional Programs; Regional Schools; Standards; Vocational Education

A group of partners headed by the Home Builders Institute (HBI) created the Mid-Atlantic Regional Training (MART) Center for Residential Construction, with a primary focus on providing education and training services related to the masonry and carpentry trades at existing institutions in the District of Columbia, Maryland, Virginia, and West Virginia. The center provided training and support services to 263 persons and numerous residential construction companies in these states. An evaluation of the program showed that the center was particularly successful in recruiting minorities (almost 50 percent were African American compared to 5 percent of carpenters nationwide) and women (about 10 percent, compared to 1 percent of carpenters nationwide). Two 26-week worksite-based training sessions were held. Worksite instruction involved framing homes under contract with local builders. The center was successful in creating partnerships with local builders and the industry and leveraging private and public resources. The regional center approach attracted the attention of national companies and made project cooperation easier. Students were offered such services as transportation, job placement and career counseling and were given basic tools. Ninety-nine percent (113) of the persons who graduated from MART obtained jobs in the construction industry, with older workers more likely to graduate from the program. In addition, the program developed skills standards for 89 carpenter framer tasks. The program evaluation determined that MART met or exceeded its objectives and that such a center is an extremely effective approach to training workers. (Appendices include a carpenter framer questionnaire, duties, and tasks and the MART performance tests.) (KC)

ED 375 264 CE 067 405

Mikulecky, Larry; Lloyd, Paul
Handbook of Ideas for Evaluating Workplace Literacy Programs.
PUB DATE- 94
NOTE- 59p.; For a related document, see ED 348 579.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Check Lists; Cloze Procedure; English (Second Language); *Evaluation Methods; Guides; Interviews; Job Performance; *Literacy Education; Performance Tests; Productivity; *Program Evaluation
IDENTIFIERS- Family Literacy; *Workplace Literacy

This handbook provides guidelines for designing evaluation materials and for conducting the evaluation of workplace training programs. It includes a variety of evaluation instruments, which are described briefly in the introduction and explained in more detail in the remainder of the handbook. These evaluation instruments are included: employee interview, employee questionnaire, cloze exercise, family literacy focus group interview, checklist for English-as-a-Second-Language, classroom observation form, employee job performance ratings, and employee productivity indicators. Details are available in the introduction section for each instruction, which also includes guidelines for developing any custom-designed parts of the instrument. In the case of the employee interview, which contains open-ended questions with nonnumerical responses, guidelines are also provided for conducting the interview and for scoring the responses. (YLB)

ED 375 283 CE 067 436

Vesper, James L.
Training for the Healthcare Manufacturing Industries. Tools and Techniques To Improve Performance.
PUB DATE- 93
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Educational Strategies; *Instructional Design; *Instructional Development; Job Performance; *Manufacturing; Models; *On the Job Training; *Pharmacy; Postsecondary Education; *Training Methods
IDENTIFIERS- *Instructional Systems Design; Pharmaceutical Industry

This book describes a systematic method for producing instructional programs, courses, and materials that focus on human performance and how to improve it, not merely on training itself. It addresses such diverse topics as the following: how adults learn best, analyzing the training need, developing evaluation tools, delivering training courses, measuring course effectiveness, and government-mandated training requirements for health care manufacturing personnel. The topics covered and the instructional systems design (ISD) process described in the book are appropriate for producing instruction for all types of content; however, examples and cases used have been taken mostly from the pharmaceutical industry for direct application by the intended audiences (training professionals, managers, and new trainers) in the pharmaceutical industry. The book consists of 61 chapters organized in 8 sections. Section 1 explains concepts important to the ISD process. Sections 2-6 each focus on a phase of the ISD model (analysis, design, development, implementation, and evaluation and maintenance). Each phase contains tasks that are in turn composed of steps and substeps. The tasks are arranged based on classical models of instructional design, as well as on how information from one task or step flows into others. Sections 7 and 8 provide supplemental information (related topics and technology for the future). The chapters in sections 1, 7, and 8 each have goals at the beginning. Chapters in sections 2-6 do not have separate goals lists, but share the following common goals: define the task; describe why it is done; identify who is involved with the task; identify the output of the completed task; discuss issues related to the task; list the steps and substeps used in performing the task; and provide examples related to the task. Two appendixes list European Community training requirements for pharmaceutical personnel, and resources (six organizations and seven publications). The final section lists 75 additional references and resources. (KC)

ED 375 302 CE 067 467

The Year in Review. Volume 3: 1993-1994. Reports of Research Conducted by Adult Education Practitioner-Researchers from Virginia.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education.
PUB DATE- 94
NOTE- 153p.; For volumes 1 and 2, see ED 356 406 and ED 372 237.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Dropout Characteristics; *Dropout Research; *Educational Research; Employer Attitudes; English (Second Language); Journal Writing; *Literacy Education; Multilevel Classes (Second Language Instruction); Needs Assessment; Participation; Portfolios (Background Materials); Second Language Instruction; Tutors; Volunteers
IDENTIFIERS- Family Literacy; Virginia

This document reports findings of eight Virginia adult educators who designed and conducted research projects within their programs. Abstracts and bibliographies appear first. "Why Tutors Do What They Do" (Karen Cook, Jean Dooley, Charles Fuller) examines responses of volunteer literacy tutors to questions about their expectations and training. "Reflective Journal Writing and Its Effects on Teaching Adults" (Susan Holt) reports on an evaluation of a journal writing activity which teachers undertook. "The Use of Portfolios by the Adult Learner/Job Seeker" (Christina Seanor) provides results of a survey of employers on their opinions of student portfolios as sources of relevant information. "Adult Education for the Nightshift Worker" (Cheryl Spainhour) discusses results of interviews with adult learners who work nights to discover their learning needs and patterns. "Learner Participation in Multilevel Class Activities" (Ellen Grote) reports on research into characteristics of successful group activities in a multilevel English as a second language setting. "Why Did I Drop Out of School" (Ophelia C. Bragg, Yvonne R. Harris) describes adult learners' reasons. "Perceptions of a Family Learning Program" (Muriel M. Howard) reports results of interviews with parents and elementary school teachers and an examination of school records to document the academic and behavioral improvements among children in the program. "Adult Education Non-Participation" (Suzanne Cockley) analyzes interview results to identify reasons adults give for not completing school and not enrolling in adult education classes. (YLB)

ED 375 320 CE 067 489

Selman, Gordon; Dampier, Paul
The Foundations of Adult Education in Canada.
PUB DATE- 91
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; *Adult Programs; *Educational History; *Educational Policy; *Educational Practices; Foreign Countries; *Government Role; Program Design; Public Policy
IDENTIFIERS- *Canada

This textbook for practitioners and students of adult education is a full-length examination of the nature and scope of adult education as it has evolved in Canada over the past 150 years, with particular emphasis on recent experience. The book is organized in 10 chapters. The first chapter deals with definitions. Chapter 2 presents a discussion of the functions that adult learning performs for individuals and society and describes some philosophical perspectives concerning the nature of adult education. In chapter 3 the discussion turns to the relationship between Canada's experience as a nation and the nature of the adult education programs and services that have developed. The fourth and fifth chapters examine adult education in operation--who participates and who does not, as well as the nature and variety of the providers and the programs. Chapters 6-7 look at public policy and adult education, with emphasis on the three levels of government (local, provincial, and federal) and the roles they have played in the field. Chapter 8 examines the discipline and the staffing of adult education, stressing the increasing professionalization of the field. The ninth chapter takes a closer look at adult education since 1970, identifying some of the trends and prominent features of the current scene and using these insights as a basis for speculation about the future. In chapter 10, the nature of the literature (mostly Canadian) relevant to the main subject areas dealt with in the book is examined. (KC)

ED 375 340 CG 025 654

Lee, Linda D.
Program To Increase Selected 9th and 10th Graders' Career Decision-Making Skills.
PUB DATE- Apr 93
NOTE- 190p.; Doctoral Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Career Awareness; *Career Guidance; Career Planning; Careers; *Decision Making; Employment Opportunities; *Grade 9; *Grade 10; Guidance Personnel; High Schools; *High School Students; Occupational Aspiration; Occupations; School Counselors; School Guidance; Vocational Interests
IDENTIFIERS- South Carolina

This study addresses some of the career decision challenges facing 9th- and 10th-grade students. The researcher discovered that many students possessed inadequate decision-making strategies, that counselors did not focus on career planning prior to and during registration, and that the school district lacked a comprehensive career guidance program. Perusal of career guidance records and district policies revealed numerous factors that contributed to the dilemma: counselors lacked the time to adequately work with students; the school district emphasized the college preparatory curriculum; high unemployment rates coupled with an agrarian-based economy provided dim prospects; and insufficient teacher involvement hindered career development. Five strategies to address these difficulties are proposed: (1) a preliminary, comprehensive career guidance program; (2) a "teacher replacement program" encompassing visits from business and industry representatives; (3) field experiences for students; (4) increased parental involvement; and (5) mini sessions which focus on ethical decision making. The school implemented all five proposals. As a result, selected students made more appropriate career decisions and the preliminary, comprehensive career guidance program became the foundation for the development of a district-wide program. Sixteen appendices and six tables detail a variety of program outlines, surveys, job information, and career-development activities. (RJM)

ED 375 359 CG 025 764

Kirby, Michael W., Jr.; Braucht, G. Nicholas
Comprehensive Substance Abuse Services for Homeless Persons with Alcohol and Other Drug Problems.
PUB DATE- 21 Aug 93
NOTE- 19p.; Presentation at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; *Alcoholism; Antisocial Behavior; Drug Abuse; *Drug Addiction; *Drug Rehabilitation; *Homeless People; Mental Health Programs; Rehabilitation; Rehabilitation Programs; Self Destructive Behavior; *Special Health Problems; *Substance Abuse; Vocational Rehabilitation
IDENTIFIERS- Comprehensive Assessment and Support System

Homeless people with alcohol and other drug problems present the traditional substance abuse services delivery provider with special challenges. This paper discusses the optimal designs of comprehensive treatment services for homeless persons with alcohol and other drug problems. Most importantly, the homeless must have immediate access to a safe setting where they may at least temporarily reside. Providers must then place the client in the appropriate level of care in the continuum of services. Likewise, through intensive case management or other service, the provider must address the multiple needs of the homeless, including health and dental care, mental health treatment, vocational training, and benefits acquisition. In many cases, improvement in daily living skills will help the client attain a higher level of functioning. Services must be delivered consistently over a lengthy span of time since many individuals in this target population exhibit chronic substance abuse problems. Finally, service providers should recognize that full recovery may never occur; improvement in the level of functioning, in health status, and in the number of days intoxicated are more realistic goals for many of these clients than is a lifetime of sobriety. Contains nine references. (RJM)

ED 375 378 CS 011 850

Camperell, Kay; And Others
Survey of Reading Service for Low-Achieving Students in Utah Secondary Schools.
PUB DATE- 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Risk Students; *Low Achievement; *Reading Achievement; Reading Research; *Remedial Reading; Secondary Education; *Teacher Attitudes; *Teacher Characteristics; *Teaching Methods
IDENTIFIERS- Teacher Surveys; *Utah

A study identified the characteristics of teachers in Utah who teach reading to low-achieving students at the secondary level, the instructional procedures and materials they employ, and teachers' attitudes about teaching reading and working with low-achieving students. Surveys were sent to all teachers identified as teaching English, reading, or language arts at the secondary level to low-achieving or at-risk students including heterogeneously grouped classes. Of the 1,353 surveys mailed out, 86.6% were returned. Results indicated that: (1) most specialized reading classes were taught at the middle and junior high school level; (2) very few teachers held Secondary Reading Endorsements; (3) although half of the respondents had training in reading methods, only 30% were trained in remedial techniques; (4) most teachers used a skill-and-drill approach rather than methods that were suggested by the current reading literature such as Prep, Reciprocal Teaching, or Cooperative Learning; (5) materials used tended to be high interest/low vocabulary but did not follow up with comprehension of narratives, study skills, or critical reading activities; and (6) approximately 20% indicated that they assigned grades to low-achieving or at-risk students according to effort and cooperation rather than reading achievement. (Contains 111 references and 18 tables of data. A list of the methods texts examined, and a table indicating the number and types of teaching endorsements are attached.) (RS)

ED 375 398 CS 214 521

Pappas, Christine C.; And Others
An Integrated Language Perspective in the Elementary School: Theory into Action. Second Edition.
PUB DATE- 95
NOTE- 360p.; For first edition, see ED 315 775.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Educational Change; Elementary Education; English Instruction; *Integrated Curriculum; *Language Arts; Reflective Teaching; Student Evaluation; Teacher Student Relationship; *Thematic Approach; *Theory Practice Relationship; Units of Study; Written Language
IDENTIFIERS- Content Area Teaching; Curriculum Emphases

Outlining an integrated language perspective on teaching and learning in the elementary school, this book provides both the theory on which the perspective is based and many examples of how it may be translated into practice. The book illustrates and explains eight thematic units (called "prototypes"), and includes webs, examples, activities, illustrations, tables, summaries, marginal comments and references that help the reader apply theory to classroom practice. Chapters in the book are: (1) The Theory of the Integrated Language Perspective; (2) Children and Teachers in an Integrated Language Classroom; (3) Planning Thematic Units; (4) Prototypes for Integrated Language Classrooms; (5) More Ideas to Integrate the Curriculum; (6) Learning more about Written Language; (7) More How-To: Ideas for Implementation in Integrated Language Classrooms; (8) Learning Kid-Watching Procedures and Techniques; (9) Evaluation and Accountability; and (10) Effecting Change through an Integrated Language Perspective. (RS)

ED 375 417 CS 214 566

Willey, Susan

Ethical Issues in Covering Teen Suicide Stories: Deadly Dilemmas and Fatal Flaws.

PUB DATE- Aug 94
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994). Contains print of uneven quality.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Decision Making; Ethics; High Schools; *High School Students; Journalism; *Mass Media Effects; *Mass Media Role; *News Reporting; *Suicide
IDENTIFIERS- *Adolescent Suicide; *Saint Petersburg Times; Sensationalism

A study examined news coverage by "The Saint Petersburg Times" of a local double teen suicide in August 1993. Focusing on how the story was covered, the study explored the newspaper's decision-making process, analyzing the process in relation to standard philosophical methods in ethics and recognized journalistic principles. As background, psychological research on suicide and the media was reviewed and interviews with mental health professionals and persons close to the victims were conducted. The newspaper ran headlines that read "Teens leap to death in lovers' pact at Skyway" and "Northeast High students reportedly were distraught over Marc's impending move to Cincinnati." Reporters interviewed high school friends and officials, and much space was devoted to the story. A clinical psychologist and professor who belongs to a post-prevention team that works with youth in schools where a student has committed suicide has urged caution by the press when reporting teen suicide and feels that the media must assume ethical responsibility for such a story. Suggested guidelines for journalists on how to cover a teen suicide story include: (1) sensitivity to the pain and shock of surviving friends and family; (2) self-questioning about what the public really needs to know about a suicide; (3) caution about using quotes obtained in this highly emotional situation; (4) inclusion of information on how to recognize suicidal signs and where to call for help; and (5) development of proactive stories that educate the public. (Contains 27 references.) (NKA)

ED 375 436 CS 214 599

Feagans, Heather
Using Structured Questions To Improve Writing Self Evaluation.
PUB DATE- Nov 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Grade 2; Instructional Effectiveness; Primary Education; *Questioning Techniques; *Self Evaluation (Individuals); Student Journals; Teacher Behavior; *Writing Evaluation; *Writing Improvement; Writing Research
IDENTIFIERS- Questions

A second-grade teacher wanted to enable her students to look at several pieces of their own writing, pick the best piece, and write an explanation as to why it was chosen. She began by developing a series of probing questions that the students could ask themselves as they evaluated their own writing. So that students could fully understand the questions and use them effectively for their evaluations, the teacher modeled the procedure in the classroom. After three weeks in which students orally evaluated books they were reading and their own journal writing, they attempted written evaluations. Students were encouraged to add more detail to their evaluations to prevent them from becoming stilted, and shared their journal entries in pairs to have a real audience for their writing. Two students' journal entries demonstrate growth in the evaluation of their own writing. Students acquired a better understanding of the concepts of main idea and detail. Students were also able to identify different types of writing, such as riddles, information pieces, stories, songs, personal pieces, movie reviews, book reviews, and tongue twisters. Providing a series of questions created a scaffold which proved to be effective in guiding students to evaluate their own writing. Students' reflections on the questions led to the new ability of elaboration which transferred to other writing in the classroom. (RS)

ED 375 456 CS 508 731

Hochheimer, John L.; Hochheimer, Joanne Dvorak
Starting Anew: Exploring the Links between Radio and Journalism Education in Post-Revolutionary Romania.

PUB DATE- Aug 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Futures (of Society); Higher Education; *Journalism Education; *Mass Media Role; *Program Development; *Radio; *Revolution; Student Needs
IDENTIFIERS- Historical Background; *Romania

This paper examines the evolution of Romanian radio, as well as some of the inherent problems of journalism education in Romania in the post-revolutionary era. The paper discusses the legacy of repression during the Ceausescu dictatorship, which limited radio services throughout the country and left only one journalism school, a school that primarily focused on learning political propagandizing. The paper then discusses the role of radio in the 1989 revolution, and notes that building a new broadcasting system after the revolution has proved difficult. The paper next discusses existing and new broadcast journalism programs after the revolution, noting that these programs lack qualified teachers who can facilitate student growth. The paper concludes with a discussion of the possibilities for democratic media development in Romania and what Western journalism education colleagues can contribute to the development of democratic systems in Eastern Europe. Contains 42 references and 24 notes. (RS)

ED 375 476   EA 026 173

Loehr, Peter
Public School Endowment Funds: Starting, Developing, and Profiting.
SPONS. AGENCY- Illinois State Office of the Lieutenant Governor, Springfield.
PUB DATE- Nov 92
NOTE- 30p.; Published in Cooperation with the Office of Lt. Governor Bob Kustra.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Donors; Educational Finance; Elementary Secondary Education; *Endowment Funds; Financial Support; *Fund Raising; Income; Investment; Money Management; Philanthropic Foundations; *Private Financial Support; Public Schools; School Funds; Trusts (Financial)
IDENTIFIERS- *Illinois

Endowment funds, created from private donations, have recently become a new funding source for public schools. Once endowed, these funds provide schools with extra monies that earn interest until they are needed. This publication describes how to start, develop, and profit from public school endowment funds. Initial considerations in setting up an endowment fund include tapping an individual leader, adopting an enabling school board policy, selecting a steering or planning committee, and writing a statement that clarifies the need for private support. Suggestions are also offered for organizing the incorporation paperwork, developing a timeline, selecting a board of directors, following the principles of fund raising, seeking donations from various sources, investing the funds, and disbursing the funds. Key ingredients in successfully forming a school endowment fund include beginning with singular leadership, involving others, completing the paperwork, raising funds, and remaining patient and visionary. Contacts for information on existing public school endowments or foundation funds in Illinois are listed. Appendices contain sample articles of incorporation and sample by-laws. (LMI)

ED 375 516 EA 026 226

Vesper, Nick; And Others
School Decision Making: The Effect of Two Restructuring Initiatives. Policy Bulletin.
PUB DATE- Sep 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Educational Change; Elementary Secondary Education; Governing Boards; *Organizational Change; Participative Decision Making; *Power Structure; School Administration; *School Based Management; *School Restructuring
IDENTIFIERS- *Indiana

Schools across the nation are experimenting with new forms of decision-making intended to facilitate the restructuring process. To discover whether two of these new forms--school governance groups and formal affiliation with a restructuring movement--affect traditional patterns of influence and authority, the Indiana Education Policy Center School of Education Office conducted a survey of 422 Indiana school presidents, elementary school principals, and secondary school principals. A total of 214 usable responses were received, a 51 percent response rate. Three general conclusions emerged from the data: (1) across all schools surveyed, there appears to have been a general increase in the influence of stakeholders closest to the school site, particularly parents and teachers; (2) despite these reported increases in influence, traditional power relationships among stakeholders appear to have remained relatively stable; and (3) new restructuring initiatives seem to have had only marginal effects on stakeholder influence and decision-making authority in the schools. The data suggest, then, that although restructuring initiatives have facilitated significant changes in authority in some schools, on average the changes that have occurred are relatively minor. (LMI)

ED 375 556 EC 303 393

Making It Happen: Examples of Good Practice in Special Needs Education & Community-Based Programmes.
PUB DATE- 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Deafness; *Demonstration Programs; Developed Nations; Developing Nations; *Disabilities; Early Childhood Education; Early Intervention; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; *Rehabilitation; Rural Areas; *Special Education; *Special Needs Students; Teacher Education; Visual Impairments; Volunteers
IDENTIFIERS- Austria; China; Ghana; Guyana; India; Jamaica; Jordan; Netherlands; Norway; Sri Lanka

This monograph presents 12 reports of successful programs serving children with special needs in various nations. The program locations and the program report titles and authors are as follows: (1) Austria: "Integration Models for Elementary and Secondary Schools in Austria" (Volker Rutte); (2) China: "Integrated Education Project, Anhui Province" (Janet C. Holdsworth); (3) Ghana: "The Community-Based Rehabilitation Programme in Ghana" (Lawrence Ofori-Addo); (4) Guyana: "Involvement of Volunteers, Parents and Community Members with Children with Special Needs" (Brian O'Toole); (5) India: "Teacher Development Initiative To Meet Special Needs in the Classroom" (N. K. Jangira and Anupam Ahuja); (6) Jamaica: "Early Intervention and Education Initiatives in Rural Areas" (M. J. Thorburn); (7) Jordan: "The Role of Institutions in Community-based Rehabilitation and in Community-based Special Education" (Andrew L. de Carpentier); (8) Jordan: "The Resource Room at the Amman National School" (Hala T. Ibrahim); (9) Netherlands: "Individual Integration of Children with Down's Syndrome in Ordinary Schools" (Trijntje de Wit-Gosker); (10) Norway: "In Harmony We Learn" (Marna Moe); (11) International: "INITIATIVES for Deaf Education in the Third World" (Andrew L. de Carpentier); and (12) Sri Lanka: "The Integrated Education of Visually Impaired Children in Sri Lanka" (B. L. Rajapakse). (DB)

ED 375 594 EC 303 434

Project Innovative Parenting: A Model for Serving Parents with Physical Disabilities.

PUB DATE- Dec 93
NOTE- 94p.; Oversize poster not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistive Devices (for Disabled); Community Information Services; *Demonstration Programs; *Parent Education; *Parenting Skills; *Physical Disabilities; Referral; *Social Services
IDENTIFIERS- *Disabled Parents

This report uses a question and answer format to describe Project Innovative Parenting (P.I.P), a model project to provide assistance to parents with physical disabilities. The program offers such parents assistance in locating appropriate assistive technology, help in finding educational programs to teach and enhance parenting techniques, reinforcement of parenting skills already learned, and assistance with the linkage between parents and pertinent community services. Among questions addressed are the following: (1) What kind of parent does P.I.P. serve?; (2) How should this type of program be staffed?; (3) How did people learn about P.I.P. and what the program offered?; (4) How did P.I.P. establish positive relationships with community agencies?; (5) What happens after an interested parent contacts the program?; (6) What kind of issues might I expect to encounter while working with parents with special needs?; (7) Where did P.I.P. find recourses?; (8) What is assistive technology, and what kinds of technology might be helpful to a parent with a disability?; (9) Did P.I.P. buy assistive devices for parents? and (10) Did you get feedback from parents about the program and its effectiveness for them?. Brochures, forms, a family needs scale, an independent living assessment measure, an individual habilitation plan form, and handouts for parents are appended. (DB)

ED 375 614 FL 022 411

Hsu, Yuehkuei

Whole Language, Reading Achievement, and the ESL Student: Definitions and Applications.

PUB DATE- Apr 94
NOTE- 43p.; Paper presented at the Annual Meeting of SECOL and the Tennessee Teachers of English to Speakers of Other Languages (Memphis, TN, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Definitions; Educational Research; Educational Strategies; *English (Second Language); Language Research; *Reading Instruction; *Reading Skills; Second Language Instruction; Second Language Learning; *Whole Language Approach

A review of the literature focuses on the use of the whole language approach to second language teaching in reading instruction for students of English as a Second Language (ESL). First, research on the whole language approach is explored, particularly as it has been used to teach reading. The approach itself is explained, and growth in its use is documented. The variety of classroom techniques and materials that can be used are also examined, and criticisms of the approach are noted. While substantial research on the whole language approach in reading instruction is found, comparatively little on its use in ESL reading is evident. However, it is proposed, based on literature concerning ESL instruction, that the principles of the whole language approach address many of the complexity of issues in ESL learning and is appropriate for ESL reading instruction. (MSE)

ED 375 635 FL 022 472

Deering, Paul D.; And Others
The Cooperative Reading Project: A Collaboration with Teachers To Examine and Improve upon Cooperative Learning in Literacy Instruction.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; College School Cooperation; *Cooperative Learning; *Cooperative Programs; Elementary Education; *Elementary School Teachers; English; Higher Education; Interviews; *Literacy Education; Metacognition; *Professional Development; Spanish; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Social Constructivism

This paper presents some of the overall findings of the Cooperative Reading Project (CRP), a collaboration between six teachers in a bilingual Spanish/English elementary school and a team of university researchers to examine and improve upon cooperative learning literacy instruction. The CRP took a social constructivist learning stance toward cooperative learning as well as toward professional development of teachers. The project focused on teachers' thinking and its relation to their classroom actions and students' attitudes and learning. Teachers participated in ongoing, collaborative staff development meetings, and each developed a personal instructional refinement agenda. Data was gathered through teacher and student interviews, instructional observations, and a pre-, mid-, and post-intervention written assessment of student literacy strategy use and motivational orientation, using the Motivated Strategies for Learning Questionnaire. The study found that students showed increases in liking for cooperative learning and, in the lower elementary grades, in metacognitive knowledge. The findings suggest that a collaborative, social constructivist perspective on teacher change can contribute to significant changes in instruction. An appendix contains sample responses of students' awareness of conditional knowledge. (Contains 33 references.) (MDM)

ED 375 655 FL 022 500

COMSIS Mid-Atlantic Multifunctional Resource Center. Contract Year Two, 1993-1994. Annual Report.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 94
NOTE- 177p.; For the 1992-1993 annual report, see ED 366 175.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Curriculum Development; Educational Technology; Elementary Secondary Education; Federal Programs; *Limited English Speaking; *Parent Education; Parent Participation; *Professional Development; Program Administration; Program Descriptions; Program Effectiveness; Questionnaires; *Resource Centers; *Second Language Programs; Tables (Data); Teacher Workshops; Teaching Methods

This report describes the activities and accomplishments of second year off its current contract with the U.S. second year of its current contract with the United States Department of Education. The mission of the MRC is to provide training and technical assistance to educators and parents of limited English Proficient (LEP) students, with the ultimate goal of increasing the effectiveness of elementary and secondary school instruction so as to maximize LEP student learning and achievement. MRC clients received training in teaching methods, curriculum/instructional materials, program administration, educational technology, parent involvement, and educational theory/practice. Six appendixes provide copies of summary reports of MRC activities, annual regional conference and coordination meeting program, activities with superintendents, selected MRC Institute programs, a workshop evaluation form, and a service feedback and impact of services form. (MDM)

Olesinski, Raymond L.
Constraints to Student Curriculum Individualization in an Alternative Education Program.
PUB DATE- 6 Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; College Students; Curriculum Design; Experimental Curriculum; Higher Education; *Independent Study; *Individualized Instruction; *Learner Controlled Instruction; Medical Education; Medical Students; Nontraditional Education; Program Implementation
IDENTIFIERS- *University of Illinois Chicago College of Medicine

This study investigated the constraints students in an alternative education program encountered when attempting to implement their individualized curricula in the Independent Study Program (ISP) at the University of Illinois. The study used in-depth interviews with an informant sample of 10 ISP students to gather data about curriculum construction during the third and fourth years of undergraduate medical education. The ISP program within the College of Medicine at Chicago at UI allows undergraduate students to design their own curricula in two phases, pre-program (application and research project proposal subject to ISP approval) and implementation. The research found that students encountered little resistance during the pre-program phase and many constraints during implementation. The study concluded that curriculum construction and individualized program implementation in an institutional context is constrained by many factors. The requirements of the relatively inflexible, coexisting traditional curriculum, an implied lack of universal knowledge about the ISP and options available to its students, and the course access policies of instructional sites were constraining factors. While students were theoretically free to construct their curricula as they wanted they still had to operate in the practical and logistical constraints of institutional policies. A serious obstacle was also the resistance offered by course personnel to some forms of curricular individualization. (JB)

ED 375 496   EA 026 199

Pejza, John P.

Lead, Follow, or Get Out of the Way. Transformational Leadership.

PUB DATE- Apr 94
NOTE- 16p.; Paper prepared for the Annual Meeting of the National Catholic Educational Association (91st, Anaheim, CA, April 4-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Catholic Schools; Educational Cooperation; Elementary Secondary Education; *Leadership;

*Leadership Styles; Models; *Participative Decision Making; Principals; Teamwork
IDENTIFIERS- *Transformational Leadership

This paper asserts that traditional leadership models are inappropriate for Catholic schools and offers a new paradigm based on transformational Christian leadership. Christian leadership is a function of the group that is not synonymous with position or authority. Everyone has the potential to be a leader. Such leadership is communal, generative of new leaders, service-oriented, and transformative. The best way to lead is to empower others. Leadership based on the leadership of Christ looks to the entire school community to empower others. Contains 39 references. (LMI)

ED 375 536 EC 303 372

Hellerman, Susan B., Ed.
Entering Academic Competitions.
PUB DATE- 93
NOTE- 13p.; For all volume one issues of this newsletter, see EC 303 371.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
E- Collected Works - Serials (022)
PTORS- *Academically Gifted; Books; *Competition; Creative inking; Creative Writing; *Educational Opportunities; *Merit Scholarships; Screening Tests; Secondary Education
IDENTIFIERS- National Merit Scholarship Program; Stanford University CA

This theme issue focuses on academic competitions for academically talented youth. It lists approximately 30 selected competitions from a variety of academic areas, describing their eligible grade levels, types of projects or tests involved, fees, awards, and deadlines. An article describes the National Merit Scholarship Program and use of the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test as a screening test. A list of books named by distinguished graduating high school seniors as "the most stimulating book they have read outside school in the past 6 months" is provided. A review of Stanford University (California) is presented, based on evaluations by 16 students enrolled there. The newsletter concludes with a page of students' creative work, including a book review, poem, and puzzles. (JDD)

ED 375 575 EC 303 414

Rankin, Betty H.; Haring, Ann S.
Perspectives from the 1992 Study Seminar and Conference on Educational Technology in the US and Japan, Implications for Special Education.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 92
NOTE- 19p.; A product of the International Exchange of Experts and Information in Rehabilitation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *Japan

This paper reports on a visit by two U.S. middle school teachers, one a special educator, to a conference on educational technology held in Japan. The trip also involved visits to elementary and secondary schools in Japan and a home stay with a Japanese family. The paper addresses misconceptions, differences, and similarities noted by the authors in such areas as terminology, the teaching profession, the school year, the day structure, teacher flexibility, technology, and special education. Reports of on-site visits to three schools focus on examples of technology being used. The authors concluded that the use of technology in Japanese education, while rapidly expanding, is not yet at the same level as in the United States and that the ideology of least restrictive environment is contrary to the current structure of Japan's educational system. Contains 15 references. (DB)

ED 375 675   FL 022 531

Medina, Alvin Leroy
An English-Spanish Glossary of Terminology Used in Forestry, Range, Wildlife, Fishery, Soils, and Botany = Glosario en Ingles-Espanol de Terminologia Usada en Forestales, Pastizales, Fauna, Silvestre, Pesqueria, Suelos, y Botanica.
PUB DATE- Aug 94
NOTE- 63p.; Reprint of U.S. Department of Agriculture, Forest Service General Technical Report RM-152.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Animal Husbandry; *Botany; *English; *Forestry; Glossaries; Ichthyology; Jargon; Natural Resources; Soil Science; *Spanish; Vocabulary; *Wildlife

This document presents English-Spanish/Spanish-English equivalent translations of scientific and management terms commonly used in the field of natural resource management. The glossary is composed of two sections. Section 1 contains the English to Spanish translations, while Section 2 provides the Spanish to English translations. Each section is divided into seven subsections, each of which is devoted to terms used within particular disciplines (animals, fishery, botany, forestry, soil, wildlife, and range). Terms were selected on the basis of common usage and difficulty of translation from various scientific and technical articles which have appeared in English- and Spanish-language professional journals. (MDM)

ED 375 246 CE 067 315

Smith, Marcia Datlow; And Others

A Guide to Successful Employment for Individuals with Autism.

PUB DATE- 95
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adjustment (to Environment); Assistive Devices (for Disabled); *Autism; *Career Education; Career Planning; Careers; Case Studies; Clerical Occupations; Electrical Occupations; *Employment Opportunities; *Employment Qualifications; Food Service; Job Search Methods; Job Skills; Manufacturing Industry; Public Service Occupations; Retailing; Sales Occupations; Semiskilled Occupations; Service Occupations; Skill Development; Socialization; *Supported Employment; *Vocational Adjustment; Warehouses; Work Attitudes; Work Environment

This book, which is intended to assist teachers, supported employment personnel, and employment specialists, provides information on supports and methods that have proved successful in helping persons with autism obtain and hold jobs. Discussed in chapters 1-5 are the following topics: autism and vocational fitness; vocational planning for workers with autism; finding and keeping a job; socialization on the job; and strategies for solving problems at work. Chapters 6-12 focus on jobs in the following sectors: manufacturing, retail, printing and bulk mailing, food service, warehousing, recycling and delivery, and government. Included in each of these chapters are the following: discussion of the advantages and disadvantages of employment in the sector; information on several jobs in which autistic persons are actually employed (including skill levels required, job tasks performed, equipment/machinery/tools required, potential problems in completing the job, and required modifications/accommodations to job sites/tasks); and one or more detailed case study of employees in the job (including descriptions of the employee and company/job, the employee's history, employment supports established for the employee, and outcomes). Chapter 13 examines advances and future directions in the vocational instruction and accomplishments of individuals with autism. (MN)

ED 375 265　　　CE 067 406

Mikulecky, Larry; Lloyd, Paul
Indiana's Evaluation Model for Adult Basic Education Programs: A Handbook.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 94
NOTE- 357p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Programs; Coding; Data Collection; *Evaluation Methods; *Formative Evaluation; Models; Program Effectiveness; *Program Evaluation; Self Evaluation (Groups); *Summative Evaluation; Technical Writing; Workshops
IDENTIFIERS- Indiana

This handbook documents the comprehensive evaluation and training system that is being used with Indiana's adult basic education programs. It consists of a set of instruments to assess the effectiveness of ABE programs and a series of workshops to train program providers to carry out the evaluation. Two introductory sections contain a guide to the evaluation handbook and a materials list. The guide describes in detail the contents of each of the five major sections that follow. The five major sections are based on the workshops that are used to train program directors in self-evaluation and to train ABE teachers to evaluate their own paired program. Section I contains materials for the preliminary meeting--an outline of Indiana's evaluation model that includes a rationale, a timetable, and an appendix. Section II provides materials for a workshop on program self-evaluation, including a guide for directors and all instruments. Section III contains materials for a workshop on formative and summative evaluation and provides all the materials and methods evaluators will use to gather data. Section IV presents materials for a workshop on writing the formative report and guidelines and form for conducting classroom observations. Section V contains the workshop packet that provides examples of coding learner data and writing a summative report. (YLB)

ED 375 360 CG 025 778

Douglas, Byron C.

Psychotherapy with Troubled African American Adolescent Males: Stereotypes, Treatment Amenability, and Clinical Issues.

PUB DATE- 20 Aug 93

NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Adolescents; At Risk Persons; *Black Culture; Black Influences; Blacks; *Black Stereotypes; *Black Youth; Counseling; *Psychotherapy; Racial Attitudes; Racial Bias; *Social Bias

IDENTIFIERS- *African Americans

The negative stereotyping of the African American male has a long and inglorious history. Even today, many therapists believe that African Americans are not psychologically minded, that they seem unmotivated for treatment, and that they lack the articulateness needed for successful talk therapy. These stereotypes largely arise from counselors' inadequate grasp of cultural knowledge about African Americans in general and African American youth in particular. Two cases are presented here which portray common and ignorant assumptions about African American culture. In both instances, the youths' race, size, history of aggression, and the therapists' failure to recognize strong motivating conditions, resulted in either a misdiagnosis or in an insensitivity to the patients' needs. When working with young males, therapists are encouraged to gain some knowledge of the communities in which the client lives (schools, gangs, churches) and the issues such as interpersonal violence, racism, cultural identity, and social problems, that young African Americans face on a daily basis. Instead of simply discussing multiculturalism, counselors must increase their efforts to become more knowledgeable and less judgmental about cultural differences, while confronting the prejudices inherent in the profession. Contains 13 references. (RJM)

ED 375 379 CS 011 851

Malone, Marilyn M.; Speaker, Richard B., Jr.
Analysis of Second Graders' Self-Knowledge of Oral Reading Miscues.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Grade 2; *Interviews; Metacognition; *Miscue Analysis; *Oral Reading; Primary Education; *Reading Processes; Reading Research; Research Methodology; Self Concept
IDENTIFIERS- Louisiana; Research Suggestions

A study used a clinical interview procedure to investigate second graders' self-knowledge of pronunciation miscues during oral reading and the relationship of this knowledge to oral instructional reading level. Immediately after reading each sentence, subjects, a representative sample of 41 second-grade students from two suburban Louisiana metropolitan schools, were questioned as to whether or not they had miscued. Pronunciation miscues were analyzed and divided into four categories. Results indicated that: (1) no statistically significant linear relationship existed between reader self-knowledge of pronunciation miscues and oral instructional reading level; (2) little variation of mean pronunciation miscue ratios existed among the students across oral instructional reading levels; and (3) 29 of the subjects identified correct responses as miscues. Findings suggest that students may self-monitor their miscues yet not be proficient oral readers, and that miscue self-knowledge is of strong educational importance. To confirm its usefulness as a research tool for miscue detection, additional studies should be conducted using this interview procedure. (Contains 34 references and 4 tables of data. An outline of self-knowledge interview is attached.) (RS)

ED 375 399 CS 214 525

Evans, Kathryn
"That's Not What I Meant": Failures of Interpretation in the Writing Conference.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Problems; Communication Research; Higher Education; Teacher Student Relationship; Tutoring; Undergraduate Students; *Writing Instruction; Writing Research
IDENTIFIERS- *Teacher Student Conferences

A study of two teachers and two students at a large midwestern university examined student-teacher communication during individual conferences concerning student writing. Results may surprise even those composition scholars familiar with the research of Sommers (1982), Hayes and Daiker (1984) and Sperling and Freedman (1987), which suggested that students and teachers will often have different interpretations of written comments on student papers. In the present study, interviews with students and teachers after conferences revealed that substantial misunderstandings resulted even in the course of verbal exchanges. In fact, differences in perception encompassed not only misunderstandings in which a student did not grasp a teacher's point, but also a much broader range of beliefs, assumptions, motives and goals such as: (1) unbeknownst to the teacher, the student did not understand something the teacher said; (2) unbeknownst to the student, the teacher did not understand why the student did something in her draft; (3) the student and the teacher did not have a mutual understanding of what the other one wanted to accomplish, either in a particular conference or through conferencing in general. Further results from this study showed that these misunderstandings often led to or were symptoms of serious problems. Interviews revealed differences in interpretation on both a local and global level; what may have seemed like insignificant or limited misunderstandings, in fact, hinted at major differences in opinion about the value of the teacher-student conferences. (TB)

ED 375 437 CS 214 606

Ediger, Marlow
Diversity and Adolescent Literature.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Black Students; Cultural Differences; *Curriculum Enrichment; *Literature Appreciation; Minority Groups; Multicultural Education; Secondary Education; Student Needs
IDENTIFIERS- *African Americans; *Multicultural Materials; Reading Motivation

This paper expresses the opinion that reading about different minority groups is a must in a quality literature program. Each student should learn as much as possible about diverse minority groups, and literature on minority groups needs adequate curriculum emphasis. Some books which can be a real value for African-American students are "Mississippi Challenge" by M. P. Walter, "The Year They Walked: Rosa Parks and the Montgomery Bus Boycott" by B. Siegel, "Madame C. J. Walker: Self-Made Millionaire" by P. and F. McKissack, and "Thurgood Marshall: A Life for Justice" by J. Haskins. Biographies provide good role models for young persons, since biographical content indicates what can be done by individuals in difficult situations. The teacher might guide students in choosing a book to read and may wish to have a conference with the reader after he or she has completed a book, following an informal set of questions on the material. An ultimate goal in the literature curriculum is to foster lifelong learning among the participants. (NKA)

ED 375 457 EA 025 721

Harris, Edward L.
Revitalizing and Preserving Cultural Values: A Qualitative Study of Two Secondary Schools.
PUB DATE- Oct 93
NOTE- 40p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Context; *Cultural Education; *Cultural Influences; *Cultural Maintenance; *Educational Environment; Educational Objectives; Elementary Secondary Education; Holistic Approach; Intermediate Grades; *Jews; Junior High Schools; Middle Schools; Preschool Education; Religious Education; Religious Factors; *Values
IDENTIFIERS- *School Culture

This is a report of a study conducted in two diverse school settings: a secular junior high in northeast Texas and a private, Jewish day school (preschool through secondary) in a large southern metropolis. The purpose of the study was to explore and describe the cultures of the two schools and the cultural values imbedded in their respective contexts. A major assumption that influenced the study is that organizations are social constructions. The field research for this study was conducted over a 10-month period, 5 months at Eastwood Middle School and 5 months at Hebrew Academy. Data were gathered through interviews, observations, and documents. This first stage of the study analysis involved "unitizing," or typing field notes and documents on cards. The cards were coded according to context and placed in provisional categories on the basis of "look-alike" characteristics. The next stage consisted of further exploration of the emerging themes. The last stage included the integration of the findings into two narrative reports, which allowed for a holistic description and analysis of each social unit. The study concluded that each school's leadership is uniquely defined within its cultural context. (KDP)

ED 375 497 EA 026 201

Anderman, Eric M.; And Others

Teacher Commitment and Job Satisfaction: The Role of School Culture and Principal Leadership.

SPONS. AGENCY- National Center for School Leadership, Urbana, IL.

PUB DATE- Apr 91

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Administration; *Educational Environment; Elementary Secondary Education; *Job Satisfaction; *Leadership Styles; Principals; Regression (Statistics); *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Morale

Research on school effectiveness has underscored the importance of the personal investment and commitment of teachers to education in general, as well as to the particular mission of their own school. This paper presents three analyses that examined the relationships among teachers' perceptions of school leadership, school culture, and teacher satisfaction and commitment. Data were collected through the administration of a Likert-scale survey to 101 teachers from Illinois, 241 teachers from Arizona, and 416 teachers from Florida. In the first study, multiple regression analysis found that a school culture that stresses accomplishment, recognition, and affiliation is related to satisfaction and commitment. The second multiple regression analysis determined that different principal behaviors foster different cultures or "environments" within the school. The third study used path analysis to examine the relative impact of different leadership behaviors on teacher satisfaction and commitment, focusing on the mediating role of teacher perceptions of school culture. The findings support the theoretical notion that principals' actions create distinct working environments within schools, and that these different kinds of environments are highly predictive of teacher satisfaction and commitment. Future research should examine specific ways to develop school cultures that foster a sense of affiliation, recognition, and accomplishment among teachers. Five figures and seven tables are included. The appendices contain of summary of variables. (LMI)

ED 375 517 EA 026 227

Hughes, H. Woodrow; Townley, Arthur J.

Cooperative Learning in Graduate Education: A Study of Its Effectiveness in Administrator Training in Two California Universities.

PUB DATE- Aug 94

NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Indian Wells, CA, August 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Education; Communication Skills; *Cooperative Learning; Decision Making Skills; *Educational Administration; Experiential Learning; *Graduate Study; Group Dynamics; Grouping (Instructional Purposes); Higher Education; Learning Activities; *Learning Strategies; *Self Directed Groups

This paper presents findings from a study that explored students' perceptions of cooperative learning strategies used in educational administration classes. Specifically, the study sought to determine whether students perceived the strategies to be more effective than traditional methods in increasing their knowledge and retention and in improving their decision-making, communication, human relations, and group-process skills. During phase 1 in Spring 1993, questionnaires were sent to 74 students who had completed a graduate class in school business management or the principalship at California State University at San Bernardino. Questionnaires were sent to 60 students who had taken a leadership development course at Pepperdine University, Malibu, California during the second phase in January, 1994. Sixty-three and 41 responses, respectively, were received. Students at both universities perceived cooperative learning strategies to be effective in terms of improving their knowledge of subject matter and decision-making, human relations, communications, and academic skills. The positive ratings support findings of other research in which students rated cooperative learning experiences more positively than competitive ones. The appendix describes various cooperative learning techniques. (LMI)

ED 375 537 EC 303 373

Hellerman, Susan B., Ed.
Planning Ahead for College.
PUB DATE- 93
NOTE- 15p.; For all volume one issues of this newsletter, see EC 303 371.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; College Admission; *College Choice; *College Planning; Decision Making; Paying for College; Secondary Education; Writing for Publication
IDENTIFIERS- Washington University MO

This newsletter theme issue for academically talented youth discusses planning for college. The issue emphasizes that it is never too early to start thinking about college. An admissions officer from Johns Hopkins University talks frankly about factors that influence the decision to admit or deny a student. Academically talented students discuss how well their needs are met by undergraduate programs on four different types of college campuses: (1) private universities in urban settings, (2) private liberal arts colleges in rural settings, (3) large public universities, and (4) technical institutes. Options for covering escalating college costs are outlined. A review of Washington University (St. Louis, Missouri) is provided, based on perceptions of six students enrolled there. An article describes how to write for publication, and another chronicles the story of a young author whose contest-winning book underwent extensive editing before publication. A creative expression page concludes the newsletter issue, with a book review and puzzle. (JDD)

ED 375 615 FL 022 437

Chen, Yueh-miao
The Writing Development of College Students and Effective Instruction.
PUB DATE- 30 Jun 94
NOTE- 37p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Classroom Techniques; College Students; Comparative Analysis; Cultural Context; Educational Attitudes; Educational Strategies; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; Interviews; Korean; *Native Speakers; North American English; Second Language Instruction; Self Concept; Spanish Speaking; *Student Attitudes; Student Characteristics; *Student Role; Teacher Attitudes; *Teacher Role; Uncommonly Taught Languages; *Writing Instruction
IDENTIFIERS- Mexico; South Korea

A study investigated the perceptions of college students from three different cultural groups in English composition courses concerning writing and effective writing instruction. Subjects were native speakers of American English, natives of South Korea, and natives of Mexico. Data were collected through classroom observation and in systematic interviews with the students and with two program administrators and two teachers. Analysis of the data focused on: (1) factors affecting the writing development of college students (educational background, family environment, cultural influence, and individual factors such as personality, intellectual tendency, and learning strategies); and (2) factors in effective writing instruction. In the latter category, two phases in effective instruction emerged: the teacher's contributions (attitude, subject matter knowledge, skills in organizing instruction, teaching competence, student evaluation, and classroom management) and student efforts (regular practice, purposeful personal efforts to learn, beyond class assignments). A considerable difference was found between native and non-native speakers of English in their writing development, reflecting cultural influences in writing styles and thought content, but no significant difference was found in contextual influences, individual factors, or perceptions of effective writing instruction. (MSE)

ED 375 656 FL 022 501

New England Multifunctional Resource Center for Language and Culture in Education, Brown University. Annual Performance Report.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Curriculum Development; Educational Technology; Elementary Secondary Education; Federal Programs; *Limited English Speaking; *Parent Education; Parent Participation; *Professional Development; Program Administration; Program Descriptions; Program Effectiveness; *Resource Centers; *Second Language Programs; Teacher Workshops; Teaching Methods

This report describes the activities and accomplishments of the New England Multifunctional Resource Center (MRC) during the second year of its current contract with the United States Department of Education. The mission of the MRC is to provide training and technical assistance to educators and parents of limited English proficient (LEP) students, with the ultimate goal of increasing the effectiveness of elementary and secondary school instruction so as to maximize LEP student learning and achievement. During the 1993-94 academic year over 2,700 separate training activities were provided to bilingual, ESL, and mainstream teachers as well as to parents and community members. These training activities included workshops, consultations, and symposia. The MRC also co-sponsored numerous conferences, institutes, professional development seminars, and regional workshops with other educational organizations. (MDM)

ED 375 676 FL 022 532

Schmitt, Dorren R.
Longitudinal Study of a Bilingual Program for Four Year Olds.
PUB DATE- Sep 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Diagnostic Tests; *Limited English Speaking; Longitudinal Studies; Lower Class Students; Preschool Children; *Preschool Education; Program Descriptions; *Program Evaluation
IDENTIFIERS- California Achievement Tests; Jefferson Parish Public Schools LA

This paper reports on a longitudinal study of the Project Preschool PLUS bilingual program conducted by two elementary schools in Jefferson Parish, Louisiana. The program serves limited English proficient (LEP) students, the majority of whom qualify for free or reduced price lunches. It emphasizes whole group, small group, and individualized instruction, as well as field trips. Standard diagnostic tests were administered to students at the beginning and end of the school year during the preschool program, while the California Achievement Test (CAT) was administered to kindergartners and first-graders who had completed the program. The study found that Project PLUS was able to make noteworthy impacts on the preschoolers who finished the program. Seventy-one percent of these students were developmentally at or above their chronological age by the end of the school year. On all subscales of the CAT, the former PLUS students scored significantly higher than a control group of similar LEP students. (MDM)

ED 375 576 EC 303 415

Cooley, W. Carl; Arango, Polly

Parent Advocacy and Family-Centered Care for Children with Disabilities and Their Families--Linking North American Experiences with European Initiatives.

SPONS. AGENCY- Georgetown Univ. Child Development Center, Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- May 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change Agents; Change Strategies; Community Programs; Community Services; *Delivery Systems; *Disabilities; Elementary Secondary Education; Family Role; Foreign Countries; Human Services; *Intervention; *Medical Services; Needs Assessment; Technical Assistance

IDENTIFIERS- *Czech Republic (Prague); *Slovakia (Bratislava)

This report describes visits of two Americans to Bratislava, (Slovakia) and Prague (Czech Republic) as part of a larger project providing technical assistance to improve the care and services for children with special needs in these countries. A summary of the Bratislava visit lists people met and places visited (with a brief description of each facility). Further discussion focuses on the role of family and consumer groups, health care for children with special needs, inclusion in school and community settings, policy, planning, and training. A similar summary begins the report on the Prague visit. The narrative focuses on family/consumer groups, community living for people with disabilities, health care for children with special needs, inclusionary education, partnerships between professionals and families, and philosophical issues. A final section addresses implications for the United States. The strength of the extended family as a support system and the universal availability of health care in Slovakia and the Czech Republic are noted. Recommendations for further technical assistance include: (1) model the parent/professional (or consumer/professional) partnership; (2) utilize the expertise and experience of Czech and Slovak families and professionals; (3) build strategic planning skills; and (4) coordinate visits of consultants. (DB)

ED 375 595 EC 303 435

Fenichel, Emily, Ed.
Dance/Movement Therapy.
SPONS. AGENCY- American Express Foundation, New York, NY.
PUB DATE- Sep 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Dance Therapy; *Disabilities; Early Intervention; Infants; *Movement Education; *Play Therapy; Preschool Education; *Therapy; Toddlers

This newsletter theme issue focuses on dance, play, and movement therapy for infants and toddlers with disabilities. Individual articles are: "Join My Dance: The Unique Movement Style of Each Infant and Toddler Can Invite Communication, Expression and Intervention" (Suzi Tortora); "Dynamic Play Therapy: An Integrated Expressive Arts Approach to the Family Treatment of Infants and Toddlers" (Steve Harvey); "Attuning to the Fetus and the Young Child: Approaches from Dance/Movement Therapy" (Susan Loman); "Hopping, Jumping, Leaping, Skipping, and Loping: Savoring the Possibilities of Locomotion" (Lois Barclay Murphy); "Do Baby Boys Naturally Lead with the Left Foot?: Research on the Asymmetries of Movement Patterns in Newborns and Infants" (Mary P. Grattan and others). Additionally, the newsletter provides reviews of books and videotapes, letters to the editor, highlighted sections containing valuable information, and calls for conference papers and proposals. (DB)

ED 375 636 FL 022 473

Louton, Zoe E.; Louton, Robert E.
Flesh Out Your FLES Program: Developmental Sequencing in Teaching Units.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Color; *Curriculum Development; Developmental Stages; Elementary Education; *FLES; *Integrated Curriculum; Language Attitudes; *Lesson Plans; Second Language Instruction; Second Language Learning; *Second Language Programs; Units of Study; *Whole Language Approach

This paper explains the development of an integrated foreign language curriculum for elementary school classrooms and provides sample lesson plans using the story "Color, Where Are You?" In order to increase the consistency as well as the scope of the curriculum, the classroom teacher and the foreign language specialist should integrate the foreign language instruction into the classroom content so as to achieve some degree of parallel instruction. Such an approach provides "real" subject matter and materials to aid the pupils' advance to higher levels of reading, writing, and general application of the foreign language, and encourages pupils to see broader applications of the foreign language instruction to their daily lives. The rationale used to develop foreign language teaching units must take into account the natural whole context in which language is acquired as well as the apparent lag in foreign language acquisition when compared to the primary language. An appendix provides three sample lesson plans that form part of an instructional unit on colors. (MDM)

ED 375 284 CE 067 438

Career Passport Implementation Handbook. Revised.

PUB DATE- 94
NOTE- 51p.; For the Career Passport leader's guide and student workbook, see ED 326 760-761.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Planning; Credentials; Models; *Portfolios (Background Materials); Program Implementation; Records (Forms); Secondary Education; *Statewide Planning; *Student Certification; *Vocational Education; Worksheets
IDENTIFIERS- *Career Passports; *Ohio

This guide explains the benefits and use of Ohio's career passport, which is designed to serve as a standard statewide vocational credential that represents individuals as completers of secondary or adult vocational programs and that is transferable across the state regardless of where a vocational completer received training. Discussed in section 1 are the following: what a career passport is and why it is essential; benefits of a model career passport; and benefits of career passports to students, employers, schools, and communities. The second section, which is devoted to coordination of career passport activities, covers the following topics: the roles of career passport coordinators and ambassadors, filing systems, recommended timelines, and marketing. Explained in section 3 are the following career passport components: school administrator letter; personal data; competency list; grade records; credentials, certificates, and diploma; and formatting components. Appendixes constituting approximately 50% of this document include samples of the following: brochure, administrator letters, worksheets for the personal data component, personal data component, competency lists, and formatted components. Also included is a glossary. (MN)

ED 375 303 CE 067 468

Dowd, Steven B.
Education as a Change Strategy for Allied Health.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Change Agents; *Change Strategies; Critical Thinking; Decision Making; Educational Change; Group Activities; *Holistic Approach; Postsecondary Education; *Problem Solving; *Role of Education; Teacher Role
IDENTIFIERS- *Collaborative Learning

The ability of the educational system to bring about thinking allied health practitioners will remain limited unless methods of education are used that bring about reflective practitioners able to be change agents. Education must be transformative, helping the individual to reach new personal or professional heights. Some sort of balance must be achieved between education and training in the health professions. Collaborative learning incorporates teaching techniques and attributes in a problem-solving environment. This unique approach to learning has excellent application to the allied health educational process, and its focus on problem-solving approaches provides students with the decision-making skills they will later need as practitioners. Three essential elements of a collaborative learning environment are that it is nonthreatening and democratic; the teacher acts as a facilitator; and the learner must contribute, solve problems, and discuss. The most prominent characteristic of collaborative learning is its emphasis on the acquisition of problem-solving skills. In addition to training for skills and education for problem posing and solving, a necessary focus is a third neglected component of the curriculum--the development of values and beliefs necessary for holistic education. (Contains 31 references. A model of holistic education for the allied health professions is appended.) (YLB)

ED 375 321 CE 067 490

Garrison, D. Randy, Ed.
Research Perspectives in Adult Education.
PUB DATE- 94
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; Educational Cooperation; Educational Development; Educational Policy; *Educational Research; Graduate Study; Higher Education; *Research and Development; *Research Methodology; *Theory Practice Relationship; Writing for Publication

This book focuses on understanding the epistemological foundation of adult education, the research process, policy issues, and directions for the future. "An Epistemological Overview of the Field" (Garrison) provides an overview of adult education research: the historical development, issues, the scope of the knowledge base, and approaches to developing the epistemological foundation of the field. "Methodological Issues: Philosophical Differences and Complementary Methodologies" (Garrison, Shale) addresses the complex problem of research paradigms and methods. "Issues in Collaborative Research" (Tom, Sork) presents the background to collaboration between practitioners and academic researchers. "Collaboration, Networking, and the Research Community" (Hiemstra, Brockett) takes a look at the potential as well as the limits of collaboration and networking in adult education research. "Initiating Research" (Boshier) addresses the often neglected first stage of any research: originating an idea and developing a conceptual approach. "Writing and Submitting a Manuscript for Publication" (Merrison) provides strategies and approaches to the writing process as well as procedures and expectations with regard to getting a manuscript published. "Graduate Training and Research" (Griffith) outlines an historical and current perspective. "The Functions and Utilization of Policy-Oriented Research" (Rubenson) addresses the function of policy research, its role in the creation of knowledge, and the development of adult education as a field of study. "The Future of Adult Education Research" (Blunt) discusses the process of research and complements the methodology discussion in chapter 2. It also focuses on the product of adult education research and extends the discussion of Chapter 1. "Conclusion" (Garrison) identifies the central issues discussed in previous chapters. (YLB)

ED 375 341 CG 025 670

Gibbs, Margaret; And Others

Academic Psychologists' Responses to Unethical Behavior in Colleagues: A Survey.

PUB DATE- Aug 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Codes of Ethics; *Ethics; Faculty; Higher Education; Malpractice; Plagiarism; *Psychologists; Sexual Harassment; Sexuality; Teacher Student Relationship
IDENTIFIERS- Academicians; Faculty Attitudes; Fraud; Sex Exploitation

Concern about ethics in science is growing. This survey investigated academic psychologists' awareness of unethical behavior within their profession. Researchers mailed surveys to 500 randomly selected academic psychologists. Of the 158 completed questionnaires, 44 respondents were female, 101 were male, and 13 did not identify their gender. The survey asked whether or not these academics were aware of unethical behavior in their colleagues, and, if so, what they had done about it. Unethical behaviors were divided into faculty-student boundaries, unethical research, misrepresentation of credentials or misuse of academic position, and unethical teaching. Incidents of boundary violations between faculty and students, including violations of sexual boundaries, were reported most frequently. Fifty-four percent reported that they had overheard colleagues insult and ridicule students and 52 percent noted that they had evidence that a colleague had become sexually involved with a student. For most of the ethical infractions, over half of the respondents took no appropriate action. Respondents took more serious action against colleagues who either sexually harassed students or who taught while impaired by alcohol. Results indicate that boundary issues, whether or not they specifically involve sexual behavior, appear to be problematic for many psychologists. Two tables list the percentage responses to each survey question. (RJM)

ED 375 418 CS 214 567

Krogness, Mary Mercer
Just Teach Me, Mrs. K: Talking, Reading, and Writing with Resistant Adolescent Learners.
PUB DATE- 95
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Adolescents; Class Activities; *Classroom Environment; *Disadvantaged Youth; English Instruction; Junior High Schools; *Language Arts; Middle Schools; Nontraditional Education; Personal Narratives; Secondary Education; *Student Centered Curriculum; *Student Motivation; Writing Instruction
IDENTIFIERS- Educational Issues; *Student Empowerment

This personal narrative in book form illustrates the frustrations and successes a particular teacher and her seventh- and eighth-grade students faced every day in their classroom laboratory. It shows how the teacher used nontraditional means such as improvised classroom drama, story telling, performing and writing poetry, play writing, engaging in a family folklore project, filmmaking, and drawing to engage students in language learning. Full of practical suggestions, inventive approaches to language learning, and examples of student writing, often of a personal nature, the book demonstrates how (1) to design language-rich experiences based on students' interests, inclinations, and stages of development; (2) to raise questions that trigger fresh thinking and discussion; (3) to create an atmosphere that is inviting and exciting, yet not chaotic; (4) to help adolescents rechannel their considerable energy and seek help from their families in the process; and (5) to help students develop untapped potential and create respectful classroom relationships. The book chronicles how an elementary school teacher with 20 years of broad experience moved to teaching middle school to help underachieving, unmotivated and recalcitrant adolescent students to discover their potential--students who were in danger of shutting down if their teachers did not engage them. (TB)

ED 375 477 EA 026 175

Perez, Valerie S.; Kottke, Janet L.

Successful Managers: Perceptions of Women in Traditional and Nontraditional Fields.

PUB DATE- May 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Psychological Association (72nd, Portland, OR, May 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Business Administration Education; *College Students; *Females; Higher Education; *Leadership Styles; Management Development; Nursing Education; Self Efficacy; *Sex Role; Sex Stereotypes; *Student Attitudes; *Women Administrators

This paper presents findings of a study that examined female college students' perceptions of a successful manager in traditional and nontraditional sex-dominated occupations--nursing and management, respectively. The influence of the subjects' own sex-role orientation and self-efficacy were investigated. It was hypothesized that the traditional group of nursing students would have a feminine sex-role orientation, perceive the successful manager in masculine terms, and have low self-efficacy for the supervisory position. Management students were expected to have a more egalitarian sex-role orientation and to perceive the successful manager in more egalitarian terms, and have a higher self-efficacy for the management positions. Data were collected through a questionnaire of 164 female college students from several colleges in San Bernardino and Los Angeles counties (66 from business/management classes and 98 from nursing programs). Instruments included the Schein Descriptive Index, the Bem Sex-Role Inventory, and a general scale of self-efficacy. Findings supported the sex-role orientations hypothesis. Nursing students did have a more feminine sex-role identification. The hypothesis for self-efficacy was also supported, and management students exhibited higher self-efficacy for the management position. However, no differences were found in the way the two groups perceived the successful manager. Two figures and one table are included. (LMI)

ED 375 557 EC 303 394

Hayden, Mary, Ed.
Training Issues for Direct Service Personnel Working in Community Residential Programs for Persons with Developmental Disabilities.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agencies; *Caregivers; *Community Programs; Competency Based Education; *Developmental Disabilities; Higher Education; Instructional Materials; National Surveys; Program Improvement; *Residential Programs; *Staff Development; *Training Methods
IDENTIFIERS- University Affiliated Training Programs

This policy research brief summarizes three studies on training direct service personnel serving people with developmental disabilities, conducted at the Research and Training Center on Residential Services and Community Living, University of Minnesota. The studies provide information on competency-based training, effective training strategies, and current practices in the delivery of training for direct service providers. Specifically, the studies involved: (1) a review of current training practices in a large residential provider agency by means of surveys of 228 staff and administrators; (2) a review of current training practices used by Outreach Training Directors working in University Affiliated Programs in 39 states; and (3) a review of over 100 training materials designed specifically for residential direct service staff members. Tables and text detail the studies' findings. The brief also examines several model training efforts that promote competency-based training. Recommendations are offered for policymakers at the national level, state level, and the provider agency level. These address establishment of systemic competency-based training for direct service providers working in all types of settings serving individuals with developmental disabilities. Contains 20 references. (DB)

ED 375 696 HE 027 780

Computer Competencies for UW-Stout Students. TQM Team Report.

PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Alumni; Basic Skills; College Freshmen; *College Students; Competence; Competency Based Education; *Computer Literacy; Computer Science Education; *Computer Software; Computer Uses in Education; Databases; Electronic Mail; Employer Attitudes; Employers; Higher Education; *Minimum Competencies; Spreadsheets; Telecommunications; Total Quality Management; Word Processing
IDENTIFIERS- *University of Wisconsin Stout

This study used a total quality management (TQM) approach to evaluate the perceived computer competency needs of students at the University of Wisconsin-Stout by surveying students (who were asked which of a list of competencies they had), administrators, alumni, and employers (who were asked which competencies they used or expected in employees). For the study 157 new freshmen, 32 undergraduate program directors, 50 alumni, and 100 employers were asked to complete a survey that asked for demographic information and about the usefulness of competencies grouped under the following areas: basic computer skills, word processing skills, spreadsheet skills, database skills, graphics/multimedia skills, and information retrieval/telecommunications skills. The study received responses from all the students, 27 of the program directors, 72 employers, and 30 alumni. Analysis of the data led to the conclusion that all graduates of UW-Stout should be able to: (1) use MS-DOS commands and the "Windows" interface; (2) manage files on a hard disk; (3) learn to use a program with the documentation provided; (4) generate business letters and research reports; (5) create a spreadsheet that includes formulas; (6) create, sort, and query a database; (7) create charts, graphs, and flow charts; and (8) send and retrieve electronic mail. Includes an analysis of the group dynamics under the Total Quality Management philosophy. Appendices appendix contain figures, sample cover letters, and the survey instruments. (JB)

ED 375 538 EC 303 374

Hellerman, Susan B., Ed.
Choosing Academic Summer Programs.
PUB DATE- 94
NOTE- 21p.; For all volume one issues of this newsletter, see EC 303 371.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Educational Opportunities; *Enrichment Activities; Secondary Education; *Summer Programs; Writing for Publication
IDENTIFIERS- Johns Hopkins University MD; Scholastic Assessment Test

This newsletter theme issue deals with summer program offerings for academically talented youth. It notes the benefits of summer programs and outlines factors to consider in choosing the most appropriate one. Several types of programs are then described, including talent search programs, young students programs, math programs, science programs, college credit programs, study abroad, and arts programs. Seven directories of summer opportunities are listed as sources of further information. An article on writing for publication is presented, focusing on finding a market for one's writing, and publishers that accept work by students are listed. Another article explores implications of the recent revisions to the Scholastic Aptitude Test (now the Scholastic Assessment Test). The regular feature, "College Review Series," presents a review of Johns Hopkins University, based on comments of 13 students enrolled there. The issue also contains creative works by youth, including an essay, a puzzle, and a poem. (JDD)

ED 375 596 EC 303 436

Trace Research and Development Center: Report of Progress, 1987-94.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; Computers; Delivery Systems; Hearing Impairments; Input Output Devices; Mental Retardation; Physical Disabilities; *Severe Disabilities; *Technological Advancement; Training Methods; Visual Impairments
IDENTIFIERS- *Trace Research and Development Center WI

This report documents activities and projects from 1987 to 1994 of the Trace Research and Development Center (Wisconsin), which addresses the communication needs of nonvocal severely disabled children and adults. During this period the Center also served as a national Rehabilitation Engineering Research Center on the topic of Access to Computers and Electronic Devices. Introductory information includes an overview of the Center and a description of recently released products. The main body of the document presents 41 individual project reports. These are grouped into the following focus areas (with sample projects noted in parentheses): (1) movement impairment (development of improved headpointing computer access system); (2) sensory impairment (tactile perception and business graphics studies); (3) cognitive impairment (interface training and use by persons with cognitive disabilities); (4) cross-impairment (computer and operating system accessibility design guidelines); (5) information and training programs (databases on communication, control and computer access development and downloading); and (6) service delivery programs (communication aids and systems clinic). Two additional sections describe cooperative and consultative efforts of the Center and list Trace Center publications. (DB)

ED 375 657 FL 022 502

University of Oklahoma Bilingual Education Multifunctional Resource Center, Service Area 4. Final Performance Report, 1993-1994.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 30 Sep 94
NOTE- 269p.; Cover title reads "Annual Performance Report."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Change Strategies; Counseling Services; Counselor Client Relationship; *Curriculum Development; Demography; Educational Change; Elementary Secondary Education; Federal Programs; Parent Participation; Program Administration; Program Descriptions; Program Evaluation; Public Policy; Regional Cooperation; Regional Programs; *Resource Units; School Community Relationship; *Teacher Education; Teacher Supply and Demand; *Technical Assistance; Vocational Education
IDENTIFIERS- Alabama; Arkansas; Georgia; Louisiana; Mississippi; North Carolina; Oklahoma; South Carolina; Tennessee

This report describes and assesses the 1993-94 (October 1, 1993 through September 1994) activities of the federally-funded Bilingual Education Multifunctional Resource Center based at the University of Oklahoma and serving a nine-state area (Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee). The first section describes the center's service area, staff, and resources and facilities, and provides profiles of activities in each state. The second section summarizes major activities in the areas of program coordination, major training projects, training institutes, and programs providing college credits. Section 3 details the center's outcomes and accomplishments in program management, curriculum and instructional development, culture and counseling services, parent and community involvement, client response to services, and special accomplishments. It also summarizes activities by state. The final section offers background on changes in demography, teacher demand, state and local policies affecting services to limited-English-proficient (LEP) students, and recommendations for change. A resource book for educators serving LEP students in vocational and career education programs, developed as part of the center's program, is appended. (MSE)

ED 375 677 FL 022 533

Crookes, Graham, Ed.; Gass, Susan M., Ed.
Tasks in Pedagogical Context: Integrating Theory and Practice.
Multilingual Matters 94.
PUB DATE- 93
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *Course Descriptions; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; *Second Language Instruction; *Second Language Learning; Student Evaluation; *Task Analysis; *Teaching Methods

These six essays discuss the use of tasks as pedagogical tools in second language instruction, particularly in the contexts of curriculum and syllabus design. The essays are: (1) "Units of Analysis in Syllabus Design: The Case for Task" (Michael H. Long and Graham Crookes); (2) "Task-Based Syllabus Design: Selecting, Grading and Sequencing Tasks" (David Nunan); (3) "The Name of the Task and the Task of Naming: Methodological Aspects of Task-Based Pedagogy" (B. Kumaravadivelu); (4) "Towards an Educational Framework for Teacher-Led Tasks" (David Berwick); (5) "Critical Episodes: Reference Points for Analyzing a Task in Action" (Virginia Samuda and Patricia L. Rounds); and (6) "Evaluating Language Learning Tasks in the Classroom" (Dermont F. Murphy). Each chapter contains a reference list. (MDM)

ED 375 266 CE 067 407

Cooperative Education Task Force. Final Report. ACS Service Report 35.
PUB DATE- Jul 93
NOTE- 65p.
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agricultural Education; Change Strategies; *Cooperative Education; Cooperatives; Discussion Groups; Educational Benefits; Educational Change; *Educational Needs; Educational Objectives; Educational Planning; *Educational Practices; Educational Technology; *Educational Trends; Employer Attitudes; Financial Support; Instructional Materials; Motivation; National Surveys; *Program Improvement; Secondary Education; Teacher Attitudes

In 1991, the Task Force on Cooperative Education undertook a study regarding improvement of the cooperative education (CE) system in the United States. The first stage of the project entailed a mail survey of approximately 1,300 selected cooperative and professional educators, cooperative employees, and university state councils to determine current practices and future issues in CE. In the project's second stage, 20-member focus groups and regional panel discussions were held in Minnesota, California, Missouri, and Georgia. Several major CE-related issues were also discussed by a blue ribbon panel of four experts in CE. The survey and focus groups/panel discussions focused on the following aspects of CE: mission and rationale, existing strengths, changing audiences, motivation and funding, technology and materials, priorities for change, and change strategies. The primary purposes of CE were identified, and a plan for renewing/regenerating the CE system on the following three fronts was developed: making the required investments in CE (updating and expanding CE's materials base, educating its educators, and conducting performance-related research); improving national coordination; and expanding CE's base of support. (Appended are a statement of the task force's mission and major activities and lists of focus group and panel participants.) (MN)

ED 375 361 CG 025 779

Janowiak, John J.
An Essay on AIDS Education: The Mythology of Casual Contact.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Attitudes; Beliefs; *Communicable Diseases; Disease Control; *Diseases; *Epidemiology; Fear; *Health Education; Physical Health; Public Health; Social Attitudes; Viruses

Given the ambiguities and serious consequences of the Human Immunodeficiency Virus (HIV), health professionals must not over simplify HIV transmission. An alarming paradox underlies HIV infection: a preventable disease rooted in human intimacy is reaching pandemic proportions. Well-publicized instances in which persons with AIDS have been shunned attest to concerns regarding HIV transmission. Recent surveys show that significant percentages of respondents believe that AIDS can be passed through casual contact. Although this may be due to some people's lack of authoritative information on AIDS and HIV, research on illness suggests that people tend to group contagious diseases like colds, chicken pox, and AIDS under one category; thus they apply a generic concept to any disease that falls into that category. Although no case of AIDS spread by casual contact has been reported, scientists have not declared such a happenstance as utterly impossible, only as highly improbable. The history, too, of the disease hampers clear thought. Since many people initially associated AIDS with specific populations, those with the disease have been stigmatized. Therefore, efforts to reduce irrational fears and the stigma surrounding AIDS should address concerns about contracting AIDS as well, and also should confront individual prejudices. Contains 14 references. (RJM)

ED 375 380 CS 011 854

Lott, Pam
Informational Graphics: Are Non-Lead Visual Displays Beneficial to the Reader?
PUB DATE- Aug 94

NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994). Appendix 2 contains very small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Color; Higher Education; *Illustrations; *Layout (Publications); Media Research; *Newspapers; Readability; Research Needs; *Text Structure; *Visual Aids
IDENTIFIERS- Journalism Research; Pennsylvania (Lehigh Valley); Students as Subjects

A study investigated whether informational graphics help attract the reader to a newspaper story, prolong reader interaction, and increase reader knowledge. Five versions of a small informational graphic and a related 10-inch non-lead story published on the bottom of a newspaper page were tested on 300 participants (a non-probability sample of members of the Rotary Club, the League of Women Voters, a student sports group, a senior-citizen craft club, a Christian Bible-study group, and a Jewish synagogue board all from the Lehigh Valley, Pennsylvania area. Results indicated that: (1) color did not make any demonstrable difference in attracting readers to the non-lead story at a higher rate than the non-color versions; (2) all of the versions with informational graphics were better at attracting readers than the text-only versions; (3) readers interacted longest with versions that combined an informational graphic with text; and (4) the student subjects tended to "study" rather than read the story, while the adults in non-school environments were shocked that they had to answer questions about the story. Findings suggest that even an informational graphic alone has the capacity to help readers comprehend more knowledge than the traditional verbal stories, and that researchers should choose samples more representative of the public as a whole. (Contains 8 tables of data and 64 notes. The informational graphic, a sample newspaper page, and three charts of data are attached.) (RS)

ED 375 400 CS 214 539

Friedman, Sharon M.

Environmental Journalism Education: A Growing Enterprise.

PUB DATE- 11 Aug 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; *Environmental Education; Higher Education; Intellectual Disciplines; *Journalism Education; Mass Media Role
IDENTIFIERS- Journalism Research; *Media Coverage; Teacher Surveys

A study examined the growth of environmental journalism education in academia and continuing education in the early 1990s. Questionnaires were completed by 25 educators and readers of "JournE," a publication of the Environmental Health Center of the National Safety Council. While an estimate of the reliability of the overall return rate is not possible, the completed questionnaires appeared to be representative of known faculty teaching environmental journalism courses. A telephone survey of 15 environmental writers (members of the Society of Environmental Journalists) was also conducted. Results indicated that (1) science students' and journalism students' interest in environmental communication courses is growing rapidly on United States campuses; (2) students' interest was attributed by respondents to increasing awareness of and education about environmental issues and increased media coverage of the environment; (3) new programs, courses and chairs had recently been established; (4) students' mixed backgrounds and lack of statistics background worried some respondents; (5) educators felt the media had to do more to help the public better evaluate environmental information; (6) journalists believed coverage needed to be more thoughtful and explain the subtlety of issues; and (7) both journalists wanted more continuing education programs. While researchers are concerned about media coverage of environmental studies, environmental journalists are not happy with it either, according to the 1993 survey by American Opinion Research for the Foundation for American Communications. Growing and maturing educational programs at universities and in continuing education can only lead to a more sophisticated coverage of environmental issues. (Contains 18 notes and eight tables of data.) (RS)

ED 375 438 CS 508 709

Yarbro, Susan

Watching TV and Recognizing Stereotypes: Another Application of the "Drip, Drip" and "Drench" Hypotheses.

PUB DATE- Aug 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Images; Developing Nations; Higher Education; *Mass Media Effects; Mass Media Role; *Stereotypes; *Student Attitudes; Television Research; *Television Viewing; Undergraduate Students
IDENTIFIERS- Focus Groups Approach; Indiana University

A study examined the relationship between amount of television viewing and recognition of stereotypes. Subjects, 60 undergraduate students enrolled in mass media, advertising, and public relations classes at Indiana University, viewed movies produced by United States production companies but set in developing nations. After each movie, students completed questionnaires and participated in focus group discussions. Results indicated that: (1) subjects in general tended to rate "native" movie characters more negatively and white movie characters more positively; (2) the amount of television viewing alone did not correlate with subjects' recognizing more negative attributes than positive ones; and (3) the amount of television viewing did have a significant interaction effect when combined with the race or ethnic group of the character being viewed. Focus group responses indicated that subjects did not necessarily believe the stereotypes they saw in the media, but they did think that stereotypes were useful devices for understanding and interpreting the world, and subjects were at a loss when it came to going beyond the stereotypes. Findings support the "Drip, Drip" hypothesis (people who watch a lot of television form their ideas about the real world based on the world they see on TV) and extend the "Drench" hypothesis (viewers drenched by intense programs on cultures they know nothing about may be prone to accept the screen version) by suggesting that heavy television viewers may not only see stronger stereotypes in TV characters they watch often, but may also be more likely to recognize stereotypes in other characters. (Contains 38 references and 3 tables of data.) (RS)

ED 375 458 EA 026 051

Baker, Linda M.
The Politics of Collaboration: How an Educational Partnership Works.
PUB DATE- Apr 94
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Educational Cooperation; Interaction; *Intergroup Relations; Organizational Climate; Organizational Communication; *Partnerships in Education; *Politics of Education; *Power Structure; School Business Relationship; Secondary Education

This case study examined how representatives of one high-profile partnership worked to influence their associated school. Analysis drew from the "power-influence" perspective of educational policy analysis, a "microcosmic" approach that illuminates the political dynamics of an organizations by analyzing how people in organizations interact politically to produce particular outcomes. The case study was conducted in a major West Coast city in a small, innercity high school populated primarily by Asian and African-American students. It is the site of a 4-year, all-city magnet program aimed at attracting minority students into the teaching profession. The program has been supported since 1989 by four major parties: the primary industrial employer in the state; the College of Education of a respected state university; the largest urban school district in the state; and one of the major national computer manufacturers. Data were derived from: (1) meeting transcripts and field notes; (2) taped interviews with the four main partnership representatives, two founding teachers of the magnet program, and the school-district partnership administrator; (3) journal entries; and (4) document analysis. Findings indicate that this partnership influenced every aspect of its associated school program, and that this influence was manifested in three ways--in formal meetings, through pairs and small groups, and through brokers or linkers. Implications are that intensive community involvement in a school can lead to confusion about the "inside/outside" relationship; partnerships that exercise considerable influence in a school are working outside the normal hierarchy of district decision making; people who are skilled at bridging roles are critical partnership members; and a partnership's influence is related more to the dynamics of interpersonal interactions among pairs of people or small groups in informal settings than to large group interactions in formal meetings. Four tables and the data coding scheme are included. Contains 36 references. (LMI)

ED 375 498 EA 026 202

Lieberman, Ann; And Others
A Culture in the Making: Leadership in Learner-Centered Schools. NCREST Reprint Series.

PUB DATE- Apr 94
NOTE- 27p.; In: Creating New Educational Communities: Schools and Classrooms Where All Children Can Be Smart, the 94th Yearbook of the National Society for the Study of Education. Chicago, University of Chicago Press.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Educational Innovation; Elementary Education; *Leadership; Leadership Styles; Nontraditional Education; *Public Schools; *Student Centered Curriculum; *Teacher Influence; *Urban Education
IDENTIFIERS- *New York City Board of Education

While there is much disagreement about how to go about reforming schools, one point of agreement is that leadership is critical to this process. Unfortunately, the discussion of leadership has not been sufficiently informed by the voices of those who have been directly involved in reforming old schools and creating new ones. This paper describes the experiences and understandings of teacher-leaders who served as directors of six public alternative elementary schools in New York City. The schools ranged from 7 to 19 years old and identified themselves as learner-centered. Data were derived from individual and group interviews with the school directors, observations, and document analysis. The schools were organized as autonomous units within larger school buildings and led by teacher-leaders instead of principals. Small and diverse, they were organized into heterogeneous, multiage classes. They featured active involvement of students, an interdisciplinary approach, and teachers as facilitators. Teacher-leaders balanced a variety of skills and abilities--administrative, political, and pedagogical understandings. They performed a wide range of functions, such as supporting teachers' growth, providing staff with continual learning opportunities, upholding the vision and values of the schools, empowering others, working within contexts of contradictory values, and working with limited resources and supports. A history of learner-centered schools and discussion of the Center for Collaborative Education Schools' core values are included. (LMI)

ED 375 518 EA 026 230

Sheane, Kim E.; And Others
Year Round Education: Breaking the Bonds of Tradition.
PUB DATE- Sep 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Extended School Year; *Flexible Scheduling; School Effectiveness; School Restructuring; *School Schedules; Vacation Programs; *Year Round Schools
IDENTIFIERS- *Arizona

Year-round education (YRE) has been brought increasingly to the forefront of the debate over educational reform. Although the results of year-round school studies are mixed, three specific elements are evident in successful programs--reduced curriculum review, increased instructional time, and improved student outcomes. This report introduces the concept of year-round education. It provides an overview and brief history of YRE and discusses national attitudes toward it. Subsequent sections describe different scheduling plans and implementation strategies. Specific outcomes realized by a number of school districts are highlighted, which include decreased dropout rates, improved student achievement scores, expanded extracurricular activities, reduced discipline problems, increased teacher/student employment opportunities, improved parent satisfaction, increased re-entry opportunities for at-risk students, and reduced taxpayer burdens. The final section offers answers to the most commonly asked questions regarding YRE. Three figures are included. Appendices describe YRE calendars and the programs of six YRE schools in Arizona. (LMI)

ED 375 616 FL 022 442

Richards, Jack C.; Rodgers, Theodore S.
Approaches and Methods in Language Teaching: A Description and Analysis.

PUB DATE- 86
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

DESCRIPTORS- Audiolingual Methods; Classroom Techniques; Communicative Competence (Languages); Comparative Analysis; *Curriculum Design; Educational History; *Educational Trends; Instructional Materials; Linguistic Theory; Models; Oral Language; Second Language Instruction; *Second Languages; Student Role; Suggestopedia; Teacher Role; *Teaching Methods; Trend Analysis
IDENTIFIERS- Community Language Learning; Natural Approach (Languages); Silent Way (Gattegno); Situational Method; Total Physical Response

Each major trend in 20th-century second language teaching is explained, and similarities and differences are highlighted. An introductory chapter offers a brief history of second language teaching. The second chapter outlines a model for examining and comparing the different approaches. This model is used in subsequent chapters to describe methods and approaches according to their underlying theories of language and language learning, learning objectives, syllabus design, roles of teacher and student, instructional materials, and classroom procedures and techniques. When appropriate, historical links to other methods or approaches are noted. Subsequent chapters look at these methods in those terms: the oral approach and situational language teaching; the audiolingual method; communicative language teaching; Total Physical Response; the Silent Way; community language learning; the natural approach; and suggestopedia. The final chapter offers additional suggestions for comparing and evaluating methods. (MSE)

ED 375 637 FL 022 474

Slaughter, Helen B.; Lai, Morris
Indigenous Language Immersion as an Alternative Form of Schooling for Children of Hawaiian Ancestry: Lessons from a Six-Year Study.

PUB DATE- 6 Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Case Studies; Comparative Analysis; Elementary Education; English; *Hawaiian; *Hawaiians; *Heritage Education; *Immersion Programs; Indigenous Populations; *Language of Instruction; Longitudinal Studies; Mathematics Achievement; *Native Language Instruction; Oral Language; Program Descriptions; Program Implementation; Reading Achievement; Reading Skills; Student Evaluation; Uncommonly Taught Languages
IDENTIFIERS- *Hawaii

The Hawaiian Language Immersion program (HLI) is described and evaluated. HLI began in 1987 with two small classes on two islands and within 6 years had grown, in response to parent interest, to serve 621 students in grades K-7 in 6 schools on 5 islands. Participating students are taught entirely in Hawaiian until grade 5; in grades 5 and 6 one hour a day of instruction is in English, and immersion may continue into grade 7. The report contains an assessment of the program based on the status of the first sixth-grade cohort of participating students. Data used include: qualitative reading assessment in Hawaiian and English; reading, writing, and mathematics achievement data, tested in English; mathematics achievement, tested in Hawaiian; longitudinal data; comparison of participant and non-participant attitudes; and student, parent, and teacher interview data. An introductory section outlines positive and negative implementation factors influencing the first cohort, then results from the analyses listed above are summarized. Recommendations include: assurance of adequate curriculum materials in the case of program expansion; reconsideration of the policy of teaching English language arts in Hawaiian; further consideration of participant interaction with non-participating students; continued support for the successful programs; better planning for students with special needs. (MSE)

ED 375 247 CE 067 365

Doty, Charles R.

Tech-Prep Articulation: Is This an Answer for the Forgotten Half?

PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Community Colleges; Educational History; *Educational Improvement; Educational Innovation; *Education Work Relationship; Guidelines; High Schools; Models; Program Development; *Program Implementation; *Technology Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Tech Prep

This paper explores why comprehensive high schools should consider implementing tech prep and what they need to know about tech prep programs. It first presents 14 principles of high school-community college articulation (the basis for tech prep). Following these principles, the paper explores the history of tech prep, definitions by Congress, and definitions by others. It then outlines some tech prep models, lists their components, and describes a tech prep example. A discussion of what Congress wants and the potential meaning of the tech prep articulation model for education follows. Finally, the following resources for implementing tech prep are listed: three publications on apprenticeship; names and addresses for two clearinghouses, five curriculum centers, one database, and six guidance sources; four guides; three newsletters; four sources for resources for special education; one publication on technology; and one book on workplace basics. Contains 14 references. (KC)

ED 375 342 CG 025 671

Kuhl, Janice
Guidance and Counseling Program Evaluation, 1993-94.
PUB DATE- Apr 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; *Counseling; Elementary Secondary Education; *Guidance Personnel; *Guidance Programs; *School Counseling; School Counselors; *School Guidance; School Psychologists; Student Development; Student Improvement
IDENTIFIERS- Des Moines Public Schools IA

This study evaluates a school district's guidance and counseling program. The report is divided into five sections: (1) Context Evaluation; (2) Input Evaluation; (3) Process Evaluation; (4) Product Evaluation; and (5) Future Planning. The first section discusses the history of the program, including past needs, as well as program policies, guidelines, scope, and counselor training. Section 2 outlines the budget and revenue concerns along with expected community resources. The next section emphasizes the district's commitment to the continual assessment of the program's effect on students. Also included are improvement objectives, staff responsibility statements, and staff development plans. In section 4, the author drew upon research reports, surveys, student interviews, and check lists to monitor the program. Results indicate that the program met its goals and enhanced learning. Included here are specifics on counselor training and awards from the 1992-93 program. In the future, K-12 counselors will continue to implement and articulate a program that will meet the increasing and complex needs of students. Counselors will continually upgrade counseling skills necessary for implementing and managing a comprehensive, developmental guidance and counseling program. Three appendices provide counseling program descriptions in two high schools, along with an analysis of program case studies. (RJM)

ED 375 419 CS 214 568

Ficklen, Frances
Arts Partners Program Report 1992-93. OER Report.
PUB DATE- 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; Artists; Case Studies; Creative Expression; Educational Research; Elementary Education; *Instructional Effectiveness; Junior High Schools; Middle Schools; *Student Motivation; Teacher Role; *Urban Education
IDENTIFIERS- *Arts Partners Program NY; New York City Board of Education

Four case studies were conducted to evaluate the Arts Partners project, an umbrella program which brings together schools and art agencies who hire professional writers, artists, dancers, and musicians to hold 10-week residencies with students. The four schools, chosen randomly, included three elementary schools--one in upper Manhattan, one in the south Bronx, and one in Brooklyn--and a middle school in Queens. Arts Partners workshops were observed, and interviews were conducted with administrators, teachers, artists, and students. Results indicated that: (1) the programs appeared to be very successful in motivating students and giving them alternative ways to succeed; (2) students rated their experience in the program highly; and (3) their open-ended responses confirm the perceptions of teachers and artists that students gained greatly in self-confidence as well as in verbal ability as a result of the program. Recommendations include: artist training should include a discussion of active and passive teachers and strategies on how best to work with the latter; orientation sessions should stress the kind of behavior and activity level that is expected of teachers; artists, in-school coordinators, agency administrators, and teachers should meet at the beginning of the residency to discuss goals and expectations; agency programs orienting artists should last approximately a week; and staff development in alternative assessment would be encouraged by development of a pilot program in portfolio assessment. (Contains four tables and one figure of data. Four appendixes present data from teacher interviews, artist interviews, and student questionnaires.) (RS)

ED 375 478 EA 026 177

Epp, Juanita Ross; And Others
Examining Androcentric Bias in a Scholarly Journal.

PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Educational Administration; Elementary Secondary Education; *Females; Feminism; Language Usage; Research Problems; *Scholarly Journals; *Sex Bias; Women Administrators
IDENTIFIERS- *Androcentric Bias; Educational Administration Quarterly

In the early 1980s, Shakeshaft and Hanson reviewed the 10 volumes of "Educational Administration Quarterly" (EAQ) that were published during the 1970s for evidence of androcentric bias. Androcentric bias is said to occur when the theory and research is informed by the male perspective. The underlying assumption is that the experience of males and females is the same and therefore research based on the male perspective is appropriate for generalizing to the female perspective. They found androcentric bias in all phases of the research. This paper describes findings of a study that examined research conducted in the 1980s and early 1990s. Using Shakeshaft and Hanson's (1986) criteria, articles published in the EAQ during the 1980s and early 1990s were analyzed. The three data sets for each decade were then compared. The sample included 90 articles from the 1970s, 75 from the 80s, and 56 from the 90s. Overall, there has been a slight decrease in androcentric bias in the EAQ within the last 2 decades. The areas of most visible improvement included the use of inclusive language or author gender. Areas of bias that were less evident--such as research theories, instruments, and frameworks--appear to change more slowly. Eight recommendations for reducing androcentric bias are made. Two tables are included. Contains 70 references. (LMI)

ED 375 558 EC 303 395

Malloy, JoAnne M.

Benefits Planning for Children and Youth with Disabilities. 2nd Edition.

PUB DATE- 94

NOTE- 97p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; Children; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Eligibility; *Federal Aid; *Financial Support; Health Insurance; Infants; Pupil Personnel Services; *Rehabilitation; *State Aid; Young Adults; Young Children

IDENTIFIERS- Medicaid; *New Hampshire; Social Security

This manual is intended to provide the necessary information so that children and young people with disabilities can receive the money, health insurance, and other help to which they are entitled. Section 1 describes a model for assisting a family to identify their needs and goals and the types of benefits to which the child may be entitled. Section 2 describes Social Security benefits, assistance from the state of New Hampshire (such as Medicaid), and private health insurance. Section 3 includes information about programs for children and youth by age group, including programs for babies with disabilities, known as Family Centered Early Intervention; help for the student with a disability, including programs in the schools; and the process for transitioning out of school to the adult service system, including help with employment and residential services. Appendices include lists of the agencies which provide these benefits and programs, along with lists of agencies which can help the child and family understand and gain access to these benefits. (DB)

ED 375 577 EC 303 416

Butler, Charlene

Care and Rehabilitation of Children with Disabilities around the World. 1992 IEEIR Fellowship Study.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Dec 92

NOTE- 48p.; A product of the International Exchange of Experts and Information in Rehabilitation. A grant was also provided by the Rainier Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attitude Change; Attitudes; Change Strategies; Community Services; *Cultural Differences; Delivery Systems; *Developing Nations; *Disabilities; Elementary Secondary Education; Foreign Countries; Medical Services; *Rehabilitation; Social Influences; Special Education

IDENTIFIERS- Africa; Asia (Southeast); *Community Based Rehabilitation; India; Mediterranean Region

This monograph presents four reports on the care of children with disabilities, resulting from a study/travel project in Greece, Turkey, Egypt, Kenya, South Africa, Seychelles, India, Nepal, Thailand, Singapore, and Indonesia. The first report focuses on the medical, educational, and social care of children with disabilities. It first summarizes the status of rehabilitation efforts overall and then provides a summary of rehabilitation efforts by individual countries visited. The social circumstances of children and their families are reviewed and major problems identified. The second report focuses on innovative ideas in rehabilitation seen during the trip. These address: collecting data on disability, changing societal attitudes, personnel development, health care delivery, technical aids, education, vocational training and income generation, family support, and service delivery. Community-based rehabilitation is the focus of many of these innovations. The third report is on pioneering effective solutions in rehabilitation. Topics covered include: promoting a national network of knowledgeable, skilled organizations; establishing a health care infrastructure; providing affordable technical aids; increasing social acceptance of disability; changing awareness of the potential for improvement; demonstrating a model for integrated education in urban and rural settings; and increasing levels of education. The fourth report looks at societal attitudes and the disability movement, focusing on ways people with disabilities are viewed; ways availability of services has improved; personnel training and professional standards; roles of families, schools, churches, and community organizations; how people with disabilities influence change; response to needs and resources of families; and how disability advocates can help in other countries. Contains 38 references. (DB)

ED 375 697 HE 027 781

Gaylord, Thomas; Brown, Steve W.
Fact Book 1994.
PUB DATE- Jul 94
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; College Faculty; College Students; Educational Facilities; Educational Finance; Educational History; Enrollment; Evaluation; Higher Education; *Institutional Characteristics; Institutional Mission; Public Service; Research; *State Universities; Statistical Data; Student Characteristics
IDENTIFIERS- *University of Alaska Fairbanks

This reference volume presents detailed information on the University of Alaska Fairbanks covering history, academics and assessment, students, faculty and staff, budget and finances, research and public service, and facilities. Section 1, "Historical and General Information," covers establishment, accreditation, fight song, governing structures, associations, organization, programs, international agreements, and foundations. Section 2, "Academic and Assessment Information," includes information on program inventory, class size, student faculty ratios, freshmen test scores, degrees, and alumni information. Section 3, "Student Information" reports on applications and admissions, new and returning students, credit headcount, majors, demographics, and foreign students. Section 4, "Faculty and Staff Information", describes characteristics and demographics, tenure status, service years, and salary. Section 5, "Budget & Financial Information," covers appropriations history, revenue, expenditures, gifts, financial aid to students, tuition grants, graduate enrollment and assistantship support, appropriations for operating expenses, and price indexes. Section 6, "Research and Public Service Information," includes information on research expenditures, proposals, peer institution information, library statistics, computing facilities and use, cooperative extension statistics, museum statistics, and radio and television information. The last section, "Facilities Information," presents information on building inventory, space by room use, residential occupancy, hourly classroom enrollments, and leased space. Illustrated with very extensive tables and figures. Includes a glossary. (JB)

ED 375 285 CE 067 439

The Individual Career Plan Handbook.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; *Career Planning; Check Lists; *Decision Making; Elementary Secondary Education; Parent Role; *Recordkeeping; Records (Forms); *Vocational Education; Worksheets
IDENTIFIERS- *Individualized Career Plans; *Ohio

This guide explains the purpose and use of the Individual Career Plan (ICP) document as a tool that students can use from the middle grades onward to help them through the career planning process. Section 1, which provides a rationale for ICPs, examines their role in the career development process and use in the middle grades and high school. Discussed in section 2, which is devoted to implementing the ICP document, are the following topics: components of the ICP document (ICP folder, career planner, educational planner, career skills checklist, cumulative record of assessments, and career and job experiences record); management strategies; middle-grade activities prior to initiating an ICP; high school review activities; and evaluation. Presented in section 3, which covers use of the ICP in the elementary grades, are a rationale for involving the elementary grades in the ICP development process, career development activities, and ICP activities. The final two sections discuss the roles of parents and the community in the ICP development process. Included throughout the guide are samples of all ICP components. (MN)

ED 375 304 CE 067 470

Keegan, Desmond
Very Large Distance Education Systems: The Case of China. ZIFF Papiere 94.
PUB DATE- Sep 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Cost Effectiveness; *Distance Education; Foreign Countries; Higher Education; *Mass Instruction; Nontraditional Education; *Open Universities
IDENTIFIERS- *China

One answer to the magnitude of the world education crisis is the provision of very large education systems, capable of enrolling 100,000 students or more. The largest distance system is the Dianda or Chinese Radio and Television University (CRTVU) system. Dianda is best described as a network of one central open university that does not enroll students and 43 open universities or Municipal or Autonomous Region Television Universities (PRTVUs) that do. CRTVU is responsible for nationwide course and materials development; the PRTVUs have a limited role in this area. The CRTVU has a staff of 600; the typical PRTVU staff numbers 300. PRTVU students receive 3 years of study leave on full pay. The Chinese system and its constituent universities fall clearly within Group 2 (open or distance teaching universities) of Keegan's (1982) topology of distance systems, but they have strong affinities with Group 4 institutions (the consultation system). (This report includes information on the 44 Dianda institutions, a list of 37 references, map of China, figures depicting administrative level and statistics, and Keegan's typology of distance learning systems). (YLB)

ED 375 322 CE 067 493

Heimlich, Joe E.; Norland, Emmalou
Developing Teaching Style in Adult Education. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 94
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Learning; Professional Development; Reflective Teaching; Self Evaluation (Individuals); Teacher Behavior; *Teacher Improvement; *Teacher Influence; Teacher Role; *Teaching Styles

Designed for adult educators in various settings who are seeking to improve as teachers, this book describes a process adult educators can use to examine their beliefs about teaching and current teaching behavior in depth. It is intended to guide them through an exploration of who they really are as teachers, and then, through experiential exercises, to help them grow toward becoming the teachers they want to be. Part 1, which covers exploration, includes the concepts of growth and style (Chapter 1), the historical and current perspectives on and definitions of teaching style and other key concepts (Chapter 2), and a description of the elements of the teaching-learning exchange and their relationship to one another (Chapter 3). Based on these initial presentations, Part 2, whose subject is reflection, examines the five primary elements of the teaching-learning exchange: content (Chapter 4), environment (Chapter 5), the teacher (Chapter 6), the learning community (Chapter 7), and the learner (Chapter 8). Part 3, which is concerned with application, suggests approaches for matching methods to style (Chapter 9) and developing a personal style of teaching (Chapter 10). Attachments include these resources: Van Tilburg/Heimlich Teaching Beliefs Scale, Norland/Heimlich Teaching Values Scale, Focusing on Culture as a Characteristic of Learners, and Representative Teaching Methods and Techniques. Contains 234 references and an index. (YLB)

ED 375 539   EC 303 375

Hellerman, Susan B., Ed.
Getting the Best Precollege Education.
PUB DATE- 94
NOTE- 17p.; For all volume one issues of this newsletter, see EC 303 371.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ability Grouping; *Academically Gifted; Achievement Need; *Advanced Placement Programs; Advanced Students; College Bound Students; Cooperative Learning; *Educational Opportunities; *High Schools; School Choice; Self Motivation; *Student Development
IDENTIFIERS- International Baccalaureate; Yale University CT

This theme issue of a newsletter for academically talented youth focuses on getting the best precollege education. It encourages students to take responsibility for their own learning by becoming aware of all the options their school offers; making use of them; supplementing and enriching the basic school curriculum; and participating in extracurricular activities. It offers advice on choosing a high school for those students who have that option, and recommends consideration of early entrance to college. A student describes her experience participating in the International Baccalaureate program. The advantages and disadvantages of participating in the Advanced Placement program are explored. An article then reviews the debate over ability grouping and cooperative learning, followed by comments by parents and students on this issue. Another article offers suggestions to help students keep their high standards under control, recognizing that high standards can be an invaluable source of motivation and inspiration but can also form a relentless inner critic that becomes a negative influence. The regular feature, "College Review Series," offers a review of Yale University (Connecticut) based on experiences of 11 students enrolled there. A book review and puzzle conclude the issue. (JDD)

ED 375 678 FL 022 534

Stewart, Osamuyimen Thompson
On the Asymmetry of Serial Verbs in the Edo Language.
PUB DATE- Mar 94
NOTE- 23p.; Paper presented at the Annual Conference on African Linguistics (25th, New Brunswick, NJ, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; *Bini; Foreign Countries; Grammar; *Language Patterns; Language Research; Linguistic Theory; *Phrase Structure; Semantics; *Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Nigeria

The serial verb construction (SVC) in Edo (Bini), a language spoken in Nigeria, is examined, and an analysis that systematically characterizes the notion of functional relationship of verbs within these constructions is proposed. It is argued that the verbs in series are sensitive to different semantic and grammatical phenomena and are therefore functionally asymmetrical. Given this, it is shown that the relevant structure for the SVC is one that contains the verb phrase shell hypothesis and also has a functional category Aspect. Under this proposal, the first verb has semantic content in the "cause/process/precedent" relationship and the second in the "state/result/consequence" relationship. Both verb phrases are shown to constitute sub-events in the complex event-structure of the serial verb construction. (MSE)

ED 375 679 FL 022 536

de Godev, Concepcion B.
A Rationale To Integrate Dialog Journal Writing in the Foreign Language Conversation Class.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Conversational Language Courses; *Dialog Journals; Discourse Analysis; *Journal Writing; Oral Language; Second Language Instruction; *Second Languages; *Whole Language Approach; Written Language

The need to underline the relationship between spoken and written language in second language instruction is discussed, and the use of student dialogue journals to accomplish this is encouraged. The first section offers an overview of the whole language approach, which emphasizes integration of language skills. The second section examines briefly how and under what conditions writing and speaking can be considered to entail similar processes. The dialogue journal is defined and its suitability for the conversation class is explored in the third section, and specific procedures for integrating the dialogue journal into classroom activities are offered in the fourth section. It is concluded that there is intuitive appeal in the linking of written and oral language skills, further research into this relationship is needed in several areas. Contains 21 references. (MSE)

ED 375 248 CE 067 369

Hopey, Christopher E.; And Others
Voices from the Field: The Use of Computer Technology in Adult Literacy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Computers; *Computer Uses in Education; *Educational Practices; *Educational Technology; *Educational Trends; *Literacy Education; State Surveys; Teacher Attitudes
IDENTIFIERS- California; Delaware; Illinois; New York; North Carolina; Pennsylvania

Adult literacy (AL) programs in Pennsylvania, New York, Delaware, North Carolina, Illinois, and California were surveyed in Spring 1994 to identify the extent and scope of computer technology use in AL programs. Of the 515 responding programs, 82% used computers for administrative activities, 66% for instructional activities, 31% for student assessment, and 26% for networking activities. Only 44% of literacy volunteer organizations used computer technology for instruction as opposed to 88% of programs administered by community colleges and 76% of those administered by public schools. Most AL programs, regardless of program type or budget size, planned to expand their use of computers. Among the obstacles mentioned as inhibiting more extensive computer use in AL programs were lack of financial support, lack of adequate staff/instructor training, and inadequate time for staff to learn to use computers. The reported benefits of computer technology in AL included positive effects on student learning, availability of immediate and nonthreatening feedback, and improved quality of instruction. The extent of student access remained an issue, and amounts/types of computer technology used varied among AL programs. Acceptance of new technologies such as multimedia appeared to be increasing. (MN)

ED 375 267 CE 067 408

Mattson, Sandra; And Others
Applied Communication: A Workshop Presenters' Handbook for Pennsylvania Educators.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 93
NOTE- 164p.; Page 2-71 is blank.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Competency Based Education; *Curriculum Development; *Fused Curriculum; *Inservice Teacher Education; Learning Modules; Lesson Plans; Postsecondary Education; *Teacher Workshops; *Vocational Education
IDENTIFIERS- *Applied Communication; Pennsylvania

This handbook, which was developed to assist individuals serving as applied communication (AC) trainers to English, business, and vocational education teachers throughout Pennsylvania, contains presentation materials, suggested activities, and selected resources to structure and facilitate inservice training to AC teachers. Part 1 contains transparency masters and activities about the following: the educational and economic context, Pennsylvania's role in developing/supporting implementation of the AC curriculum materials, and the instructional design/structure and potential to improve students' knowledge levels. Included in Part 2 are learning modules/lessons designed to promote development of AC skills and train teachers to plan/conduct stand-alone and infused AP lessons. Part 3, which deals with AC program logistics, evaluation, and certification, contains information on the following: specification writing, materials and facilities/classrooms, laboratory management and grading in AC programs, Pennsylvania's teacher certification requirements for AC. Also included in part 3 are the following materials: "learning tree" instructional guide, observation checklist, group and individual evaluation instruments, list of selected U.S. and British literature matched with each of the AC curriculum's 15 modules, and miniguide designed to assist AC teachers in developing public relations and community awareness campaigns. (MN)

ED 375 519 EA 026 231

Bierlein, Louann A.; Mulholland, Lori A.

Comparing Charter School Laws: The Issue of Autonomy. Policy Brief.

PUB DATE- Sep 94

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)

DESCRIPTORS- *Accountability; *Decentralization; Elementary Secondary Education; *Institutional Autonomy; Nontraditional Education; School Choice; *School Law; School Organization; *School Restructuring; *State Legislation

IDENTIFIERS- *Charter Schools

One issue in school restructuring has been deciding exactly how to make schools more autonomous and accountable. Charter schools, a recent concept, offer a viable means of integrating various reform ideas in order to create highly autonomous and accountable learning environments. This publication defines charter schools; highlights the appeal of such schools; offers nine elements of "stronger" legislation; and classifies existing laws into two broad categories--those granting more autonomy and those granting less autonomy--as a way to distinguish those laws that appear to hold the most promise of success. Six states have passed legislation granting more autonomy to charter schools--Arizona, Massachusetts, Michigan, Minnesota, California, and Colorado. Those granting less autonomy are Hawaii, Georgia, Kansas, New Mexico, and Wisconsin. Each state's legislation is briefly described. The passage of stronger charter school legislation (e.g., legal and fiscal autonomy, super waivers, and school-level negotiation/bargaining provisions) is a difficult process. It is important to clarify key concepts and technology early in the process. Two tables that compare the 10 states' charter school laws are included. (LMI)

ED 375 520 EA 026 232

ED 375 597 EC 303 437

Bromley, Karen; Parker, Maryann

Buddy Journals: Writing for Students with Learning Disabilities and Cognitive Impairments.

PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dialog Journals; Elementary School Students; Free Writing; Friendship; Intermediate Grades; *Journal Writing; Junior High Schools; Junior High School Students; *Learning Disabilities; Mental Retardation; Middle Schools; *Peer Relationship; Program Implementation; Self Expression; Student Attitudes; *Student Journals; *Writing Exercises
IDENTIFIERS- Middle School Students

This paper describes the use of "buddy journals" to generate enthusiasm for writing, provide writing practice, and build friendships between two classes of middle school students with learning disabilities and cognitive impairments. The buddy journals were introduced to the students as a way to get to know someone better and perhaps make a friend. Journal entries (n=112) made over 16 weeks were examined for content, form, and legibility as well as growth of peer relationships. At the end of the 16-week period, most students felt positive about the journal project. Teachers saw legibility improve in general, but felt that students were not able to write about a range of topics. Recommendations for implementation include: model appropriate entries and monitor journals regularly; note problems with entries and provide direct instruction in needed skills; remind students to consult their list of topics and give them optional topic prompts; occasionally plan time for students to socialize with their buddies; and be careful not to overuse buddy journals. (Contains 12 references.) (JDD)

ED 375 617 FL 022 443

Dubin, Fraida; Olshtain, Elite
Course Design: Developing Programs and Materials for Language Learning.
PUB DATE- 86
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Audience Awareness; Communicative Competence (Languages); Course Content; *Course Organization; Cultural Context; Curriculum Design; Curriculum Development; Educational Needs; Educational Objectives; Educational Strategies; *English (Second Language); *Instructional Design; Instructional Materials; *Language Role; *Material Development; Reading Instruction; Reading Skills; Second Language Instruction; *Second Languages; Social Influences

The guide for developing curricula and instructional materials is intended for use in English-as-a-Second-Language (ESL) instruction and instruction in other second/foreign languages. It presents an overview of the course designer's task and some available techniques. First, assessment of educational needs and relevant societal factors is discussed. Factors include the language setting, patterns of language use, group and individual language attitudes, and the political and national context. The second chapter provides a framework for curriculum and syllabus design, including establishment of realistic goals, surveying existing programs, assessment of materials already in use, and considering the separate purposes of curriculum and syllabus. Chapter three offers more precise techniques for translating general goals into syllabus objectives, integrating language content/process/product, and selecting the "shape" and method. Three subsequent chapters focus on design and content of the communicative curriculum and syllabus. The final three chapters address the selection or creation of materials that are socioculturally appropriate and those that emphasize reading skills, and the importance of linking the syllabus and its intended audience. A bibliography and index are appended. (MSE)

ED 375 658 FL 022 503

SEDL/Multifunctional Resource Center Service Area 8. Annual Performance Report. October 1993-September 1994.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Sep 94

NOTE- 186p.; For the 1992-93 report, see ED 362 050.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Annual Reports; Curriculum Development; Educational Technology; Elementary Secondary Education; Federal Programs; *Limited English Speaking; *Parent Education; Parent Participation; *Professional Development; Program Administration; Program Descriptions; Program Effectiveness; Questionnaires; *Resource Centers; *Second Language Programs; Surveys; Teacher Workshops; Teaching Methods

This report describes the activities and accomplishments of the Southwest Educational Development Laboratory's (SEDL) Multifunctional Resource Center (MRC) during 1993-94. The mission of the MRC, under contract with the United States Department of Education, is to provide training and technical assistance to educators and parents of limited English proficient (LEP) students, with the ultimate goal of increasing the effectiveness of elementary and secondary school instruction so as to maximize LEP student learning and achievement. SEDL/MRC is responsible for serving 800 school districts in Texas, providing 173 workshops and consultations. Workshops addressed topics related to English as a Second Language (ESL), language learning strategies, multicultural awareness, literacy, thinking skills, and parent education. Six appendixes provide a needs-sensing survey, SEDL/MRC service request and modification form, service agreement, SEDL/MRC training session listing, turnkey workshop agenda and evaluation data, and lists of related educational agencies. (MDM)

ED 375 286 CE 067 440

Job Profiling Guide. Results of 1994 Job Profiling. Part of the Ohio Vocational Competency Assessment (OVCA) Package.

PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Occupations; Child Care Occupations; Clerical Occupations; *Competency Based Education; Educational Needs; Electrical Occupations; *Employment Qualifications; *Entry Workers; Health Occupations; Hospitality Occupations; Information Skills; *Job Skills; Listening Skills; Managerial Occupations; Mathematics Skills; Off Farm Agricultural Occupations; Office Occupations; Problem Solving; Profiles; Reading Comprehension; Reading Skills; Secondary Education; Service Occupations; Skilled Occupations; *Statewide Planning; Teamwork; Technical Occupations; *Vocational Education; Writing Skills
IDENTIFIERS- *Ohio Competency Analysis Profiles

This guide explains the process of job profiling and details the results of a 1994 profiling of 34 occupations. Discussed in section 1 are the following: purpose and components of the Ohio Vocational Competency Assessment (OVCA) package; purpose, contents, and use of the Ohio Competency Analysis Profiles and Work Keys components of the OVCA package; and steps in the job profiling process. The next section describes the skills needed to achieve each level of the following Work Keys academic skills: reading for information, applied mathematics, listening, writing, locating information, applied technology, and teamwork. Presented next are the 1994 job profiling results for the following occupations: accounting; administrative/secretarial services; agricultural/industrial mechanical technician; agricultural sales and service; auto collision technician; auto mechanics; building/property maintenance; business administration/management; business information systems; carpentry; commercial art; commercial photography; dental assistant; diesel mechanics; drafting; early childhood education and care; electrical trades; electronics; entertainment marketing; food production, management, and services; general marketing; graphic arts; heating, ventilation, air conditioning, and refrigeration; horticulture; hospitality and facility care services; industrial maintenance; law enforcement; machine trades; masonry; medical assistant; natural resources; power equipment technology; travel and tourism marketing; and welding. A list of participants in the job profiling process is included. (MN)

ED 375 305 CE 067 473

Morgan, Stephen
Challenge: To Identify the Incentives That Would Encourage Employers To Participant in Work-Based Learning Programs in Order To Prepare Young Workers To Secure and Succeed in Full-Time Jobs. EQW Issues Number 6.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Apprenticeships; College Graduates; *Education Work Relationship; *Employer Attitudes; High School Graduates; High Schools; Job Skills; Job Training; Labor Force Development; *Labor Needs; Outcomes of Education; Vocational Education; *Work Experience Programs

Two studies tested the feasibility of a national school-to-work transition venture. One study involved focus groups of employers in eight cities to identify incentives encouraging employers to take part in youth work-based learning programs. The second involved a telephone survey of employers in seven cities who had participated in local apprenticeship or cooperative education programs regarding reasons for participation and satisfaction with the quality of students. Focus group results indicated large firms' chief concern was to recycle their current work force; they showed little interest in school-to-work transition programs. Small business owners were hiring displaced workers. Employers were critical of youth and high schools and had turned to college students and graduates for new employees. When asked about their willingness to participate in a work-based learning program, employers said screening was the pivotal concern. Employers in the second study praised the quality and contributions of young workers. The following suggestions were made to encourage employers to participate in school-to-work transition programs: defining the problem--fewer good jobs; focusing national attention by investing in work; being more flexible; making the youth labor market itself more supportive of young people's ambitions; having schools focus on work readiness; extending the concept of national service to include a strong work component; and conducting a national school-to-work transition program with effective employer organizations. (YLB)

ED 375 343 CG 025 673

Johnston, Dennis A.; Sherman, Martin F.
Gender and Locus of Control as Predictors of Accidental Death Anxiety.
PUB DATE- Aug 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Accidents; *Anxiety; *Death; Higher Education; *Locus of Control; Predictive Measurement; Predictive Validity; *Predictor Variables; Psychological Patterns; Self Concept; *Sex Differences; Undergraduate Students; Young Adults
IDENTIFIERS- *Death Anxiety; Death Anxiety Scale

Numerous studies on death anxiety report conflicting findings. Concluding that a lack of specificity may explain the mixed results, this study sought to address the lack of focus and to extend and validate the results of an earlier study. A sample of 152 undergraduate students (111 female) from middle to upper-middle class participated. Subjects were informed that the study dealt with general life experiences and that some of the material might be unsettling. Researchers assessed predictor and criterion variables with a number of instruments. Results indicate that the strongest correlate of accidental-death anxiety was self-deception, followed by gender and locus of control. Not surprisingly, males tended to endorse the use of self-deception more often than females, which may reflect society's description of masculine traits: unafraid, strong, in control. Likewise, an internal locus of control -- mirroring subjects' perceived ability to manipulate their environment -- apparently helps individuals cope with the notion of dying accidentally. Females were found to be more external than males, indicating the women's relative lack of perceived control over their environment. The results lend conceptual support to the notion that increasing the specificity of items when assessing a particular construct increases predictive accuracy. (RJM)

ED 375 362 CG 025 783

Moriarty, Dick; Moriarty, Mary

Eating Disorders and Sports.

PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Anorexia Nervosa; *Athletes; Athletics; *Bulimia; College Athletics; College Students; *Eating Disorders; Emotional Disturbances; Foreign Countries; Gymnastics; Higher Education; Sports Medicine; Track and Field; *Womens Athletics; Wrestling

Since sports can sometimes lend themselves to eating disorders, coaches and sports administrators must get involved in the detection and treatment of this problem. While no reliable studies or statistics exist on the incidence of anorexia nervosa and/or bulimia among athletes, some research suggests that such disorders occur frequently among children and young adults in activities like gymnastics, figure skating, middle and long distance running, swimming and diving, rowing, and wrestling. One study demonstrated that the sport itself can be a factor in either precipitating or preventing pathogenic weight control. Sports which emphasize endurance, aesthetics, and weight levels featured the highest number of athletes at risk for developing an eating disorder. A recent survey by the National Collegiate Athletic Association (NCAA) revealed that eating disorders have become a significant health problem among college athletes, with 93 percent of the reported problems involving women's sports. Another predicament arises from the medical community's constant warnings against over eating while doctors virtually ignore the health risks presented by underweight individuals. The study examines the treatment problems commonly encountered with athletes and argues for more stringent guidelines in the sports community so as to monitor and assist those at risk for developing eating disorders. Contains 19 references. (RJM)

ED 375 381 CS 011 855

Fields, Marjorie V.; Spangler, Katherine L.
Let's Begin Reading Right: Developmentally Appropriate Beginning Literacy. Third Edition.
PUB DATE- 95
NOTE- 398p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Classroom Environment; Early Childhood Education; Play; *Reading Instruction; Theory Practice Relationship; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- Beginning Writing; *Developmentally Appropriate Programs; *Emergent Literacy

Combining developmentally appropriate early childhood practice with current views of emergent literacy and whole language instruction, this book is designed to help pre-service and in-service teachers incorporate new views of literacy into their classrooms. The book includes extensive examples from actual classrooms to assist readers in understanding the teaching ideas presented. It is also designed to help the teacher of young children understand and validate the importance of play in the child's literacy development and to take into account how children construct knowledge. Chapters in the book are: (1) Understanding Emergent Readers and Writers; (2) Encouraging Emergent Literacy through Play and Experiences; (3) Encouraging Emergent Literacy through Oral Language and Story Time; (4) Assisting Emergent Readers; (5) Assisting Emergent Writers; (6) Supporting Independent Writers; (7) Creating a Classroom for Readers; (8) Assessing Growth in Literacy; (9) Selecting Early Literacy Materials; and (10) Constructing Your Understanding. Contains approximately 500 references. (RS)

ED 375 401 CS 214 540

Zirinsky, Driek; Robbins, Bruce
An English Department as a Decision-Making Community.

PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Researchers; *English Departments; Ethnography; High Schools; *Participant Observation; Secondary Education
IDENTIFIERS- Idaho (Boise); *Researcher Role; Teacher Researcher

Relationship
Two education professors conducting research on the curriculum planning at a high school near Boise (Idaho) found that their status as observer and/or participant in discussions among teachers, administrators and parents made things more difficult. Usually in ethnography it is assumed that the hard part is to achieve insider status--to be accepted enough to be confided in, or to be let in on the inner workings of the "culture." During the first semester of observation, the professors attained insider status without difficulty. In the second semester, though, their experience underscored how important it is to maintain outsider status too; in fact, of the two, it seems the harder. For instance, in a discussion between teachers and parents, a teacher turned to one of the professors and essentially asked for validation--the teacher perceived the researcher's role as that of a redeemer. In order for research to be a success, it is very important that the researcher appear to everyone to be unallied. This is difficult, however, since some people are simply easier to get to know than others. It is natural that they would want to spend more time with "key informants." These professors did not expect to be "flies on the wall," but a few times they did find themselves pulled into power relationships and influences they mostly wanted to observe. They found themselves constantly renegotiating their relationships with all of the teachers in order to maintain an interested but neutral stance. (TB)

ED 375 420 CS 214 570

Steiner, Linda
Vocational Guidance Books' Assessment of the Social Responsibility of the Press.
PUB DATE- Aug 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; *Career Guidance; Content

Analysis; Higher Education; *Journalism; *Journalism History; Media Research
IDENTIFIERS- Historical Background; Journalism Research; Journalists; Professional Concerns

As literature designed specifically to help young adults make appropriate career decisions, vocational guidance books explain what background, experiences, and personal traits are necessary to succeed in various careers. They are of interest to researchers because of the attitudes they reveal about journalism as a field. A review of 30 journalism guidebooks written during the first half of this century shows that the activities, needs, status, rewards, and environment of journalism were described in fairly consistent ways through mid-century. "A nose for news" appeared in Julian Ralph's 1903 highly autobiographical books as a necessary trait for journalists and thereafter in every major guidebook by both journalists and vocational advisers. Given the profession's chronically long, irregular hours and physical discomfort, and sometimes even danger, journalism demanded physical strength and good health (and sometimes sheer youth), persistence, and emotional stamina or "thick skin." On the other hand, those who persevered won thrills and excitement, although not high pay. Ralph criticized yellow journalism as corrupting and demoralizing, and he repudiated the view of journalism as a business. But he seemed more interested in using his own considerable experience to discourage those for whom journalism was not absolutely their forte than in attracting those who might be interested in its powerful public service mission. The message was also highly gendered. Women were steered toward the lighter tasks such as society news or more often steered out of the field altogether. (Contains a 58-item bibliography.) (TB)

ED 375 439 CS 508 710

Brislin, Tom; Miyamoto, Craig T.
Creating Message Strategies for an AIDS Campaign: A Survey of the Basis of Student Awareness.
PUB DATE- Aug 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Health Education; Higher Education; *Information Sources; *Mass Media Role; Media Research; *Student Attitudes; Student Surveys; *Undergraduate Students
IDENTIFIERS- Focus Groups; *Health Attitudes; Media Campaigns; University of Hawaii

A study assessed the general knowledge of AIDS and its prevention among college students, and determined the source of that knowledge. A class of 17 senior-level journalism students used a focus group approach to select the most useful questions about AIDS and its prevention. The survey was administered by telephone to a random sample of 372 University of Hawaii students. Results indicated that students tended not to talk among themselves or with family members about AIDS and its prevention or consider the university faculty or classrooms significant sources of information. The students relied instead on the mass media--radio, television, newspapers, and pamphlets. Findings reinforce the need for continuing education campaigns on AIDS and its prevention for college-age youth. (Contains 14 references and 8 unnumbered tables of data.) (Author/RS)

ED 375 459 EA 026 082

Anderson, Beverly L.
A Framework for Understanding and Assessing Systemic Change.
SPONS. AGENCY- Education Commission of the States, Denver, Colo.; National Science Foundation, Washington, D.C.
PUB DATE- Feb 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Educational Change; Elementary Secondary Education; Institutional Mission; Integrated Services; Networks; *School Restructuring; *Student Participation; *Teacher Role
IDENTIFIERS- *Conceptual Frameworks; Student Engagement; *Systemic Change

The education system, like most organizational structures, needs fundamental changes to keep pace with the social and economic conditions of an increasingly complex global society. Taking an aerial view, this paper describes the topography of systemic change to provide multiple stakeholders a better vantage point for communicating and making decisions about their own systems.

Education systems are shifting away from: learning based on time spent in the classroom; teaching done mainly via information delivery; a hierarchical, control-oriented organizational structure; and a system operating separately from other youth services. The shift is toward systems dominated by: (1) learning determined by demonstrable skills, knowledge, and habits focused on higher level understanding, communication, problem solving, decision making, and teamwork; (2) an instructional approach that actively engages students and employs teachers as coaches, critics, and learning facilitators; (3) an organizational structure stressing participative decision making and supportive leadership, and (4) an education system more connected with other youth-serving systems. Six stages of change characterize these changes: maintenance of old system, awareness, exploration, transition, an emerging new infrastructure, and predominance of the new system. Six key elements that are emerging across the country as being particularly important in helping states, districts, and schools move from an old system to a new system are: vision, public and political support, networking, teaching and learning approaches, administrative roles/responsibilities, and policy realignments. (MLH)

ED 375 479 EA 026 179

West, Mel
Re-Thinking School Management and Structure--The Role of School Improvement. Pre-Conference Draft.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; *Educational Change; *Educational Improvement; Elementary Secondary Education; Foreign Countries; School Administration; School Organization; *School Restructuring
IDENTIFIERS- England; Wales

This paper focuses on two aspects of the Improving the Quality of Education for All (IQEA) Project, a model implemented in England and Wales since the passage of the 1988 Education Reform Act. First, it offers an overview of those management arrangements, or conditions, that the project has sought to enhance in participating schools. These conditions for school improvement are: (1) a commitment to staff development; (2) practical efforts to involve staff, students, and the community in school policies and decisions; (3) transformational leadership approaches; (4) effective coordination strategies; (5) proper attention to the potential benefits of inquiry and reflection; and (6) a commitment to collaborative planning activity. The paper also presents vignettes from five secondary schools to illustrate how participating schools found additional pressure to restructure. As the schools engaged in long-term, systematic improvement efforts, they became more aware of the shortcomings of their inherited school structures. The schools encountered the following primary structural/management problems: (1) the gap between the senior management team and the school; (2) the mismatch between school goals/priorities and senior management roles; (3) confusion about management and leadership; (4) the relationship between delegation and empowerment; (5) time to manage; and (6) the gap between policy and practice. Six propositions about the role of school improvement in restructuring are offered. One figure is included. (LMI)

ED 375 499 EA 026 203

Darling-Hammond, Linda; And Others
Transforming School Reform: Policies and Practices for Democratic Schools. NCREST Reprint Series.
PUB DATE- May 94
NOTE- 53p.; Foreword by Lynne Miller.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behaviorism; Constructivism (Learning); *Educational Change; *Educational History; Educational Philosophy; Educational Policy; Educational Principles; *Educational Theories; Elementary Secondary Education; Nontraditional Education; *School Restructuring

This document contains two articles that develop an argument for how schools must change to meet the demands of democracy; they also present a focused agenda for action. In the first article, "Reframing the School Reform Agenda: Developing Capacity for School Transformation," Linda Darling-Hammond describes how two different paradigms of teaching and learning are competing against each other for recognition and resources. Advocates of behaviorism and cultural transmission promote a view of learning that focuses on the mastery of facts and information and a view of teaching that reduces it to technical, managed work devoted to coverage of the curriculum. Educators on the other side of the debate, heirs to the tradition of John Dewey, view education as the construction of meaning and teaching as intellectual work aimed at uncovering knowledge. A strong case is made for adopting the constructivist model, proposing a vision of schools as communities of learners based on democratic discourse, supported by enabling policy, and grounded in learner-centered practice. In the second article, "Toward Democratic Practice in Schools: Key Understandings about Educational Change," Ann Lieberman, Diane Wood, and Beverly Falk present a brief history of educational change that connects the way people approach change with the way they view teaching and learning. Rather than advocating a single correct path to reform, the paper promotes the kind of "both/and" thinking advocated by Dewey and other progressives. It argues for an "organic view" of school reform that will support the development of learner-centered schools and lead to new understanding about how teachers and schools actually change. Teachers who work collegially are viewed as members of professional communities as the key element in successful educational change. The first and second articles contain 26 and 127 references, respectively. (LMI)

ED 375 540 EC 303 376

Hellerman, Susan B., Ed.
Exploring Career Options.
PUB DATE- 94
NOTE- 19p.; For all volume one issues of this newsletter, see EC
303 371.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Career Exploration; *Career
Planning; College Bound Students; Correspondence Study;
*Mentors; Organizations (Groups); Science Projects; Secondary
Education
IDENTIFIERS- Brown University RI

This newsletter theme issue offers advice to academically talented youth on exploring career options. It begins with an article titled "How To Think about Your Career When You Haven't Even Decided Where To Go to College." The article notes the hazards of early career choice and recognizes the career indecision often brought on by multipotentiality. Names and addresses of 51 organizations that can provide career information are supplied. An article then describes projects of several students participating in the 1994 Westinghouse Science Talent Search. A book review of "The Young Scientists" by Joseph Berger accompanies the article. Another article, "Mentorships and Other Hands-On Strategies for Career Exploration," examines the importance of mentorship, how to find a mentor, and other learning strategies such as shadowing and internships. The educational option of correspondence courses is explored, and several universities offering them are listed. The regular College Review Series describes Brown University (Rhode Island), based on perceptions of nine students enrolled there. The "Creative Minds Imagine" page includes a puzzle and poem. (JDD)

ED 375 559 EC 303 396

Scheidler, Thomas D.
The Almost but Not Quite Dyslexic Child.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; *Cognitive Processes; *Educational Needs; Elementary Secondary Education; Etiology; Hyperactivity; *Reading Difficulties; Residential Schools; Special Programs; Student Needs; *Symptoms (Individual Disorders); *Writing Difficulties
IDENTIFIERS- *Executive Function (Cognition)

This booklet addresses the educational needs of students who, though not dyslexic, do have isolated reading difficulties and/or difficulties with written work, caused by a disturbance in Executive Function, a term borrowed from Dr. Martha Denckla meaning the ability to organize, manage time, perform independent tasks, etc. A question and answer format is used to provide information on problems in Executive Function. This information includes age at which such problems arise, the neurological basis of such problems, the relationship of problems with Executive Function and attention deficit disorder and hyperactivity, the specific processes comprising Executive Function, strategies for assisting students with such problems, the value of a specialized program (rather than mainstream instruction) for such children, common concerns regarding the child attending a special school for children with language problems, and the benefits of a specialized boarding school for such children. (DB)

ED 375 638 FL 022 476

Falk, Beverly; And Others
Taking a Different Look: How the "Primary Language Record" Supports Teaching for Diverse Learners.
PUB DATE- Apr 94
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Development; Classroom Techniques; Cultural Context; *Diagnostic Tests; Elementary Education; Identification; Instructional Design; Interviews; *Language Tests; Learning Processes; Parent Participation; Professional Development; Screening Tests; *Special Education; Standardized Tests; *Student Placement; Teacher Education; Testing; *Test Use
IDENTIFIERS- *Primary Language Record

A study investigated current and potential uses of the "Primary Language Record" (PLR), an assessment instrument for evaluating and supporting the development of students, particularly in literacy-related areas. The PLR uses focused interviews with students and families, systematically recorded teacher observations, and rating scales of the continuum of progress in literacy learning to inform teachers about students' cultures, languages, past experiences, and interests. In the study, 20 New York City elementary school teachers discussed experiences using the PLR with students of diverse needs and backgrounds, and the utility of specific features for assessing and supporting learning. The study also examined the instrument's impact on aspects of school life, particularly professional development of teachers and student placement decisions. Results are reported through anecdotal information and synthesis. It was found that the PLR supports diversity by providing culturally informed insights into family context and student attitudes, recording direct evidence of individual learning processes, and providing a developmental continuum for learning. Participating teachers credit the PLR with positively influencing their approaches to student learning and their own teaching, changing instructional strategies, and providing previously unnoted evidence of student progress. The instrument is appended. (MSE)

ED 375 323 CE 067 494

Main, Douglas M.
A Follow-Up Study in Vocational Rehabilitation.
PUB DATE- 94
NOTE- 66p.; Master of Science Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Vocational Education; *Disabilities; Educational Research; *Employment Level; Followup Studies; *Participant Satisfaction; *Vocational Rehabilitation

A study investigated consumer satisfaction and employment status for successfully rehabilitated vocational rehabilitation (VR) clients from a central Kansas general caseload and identified clients in need of further services. Four independent variables were studied: severity of disability, disability groups, time elapsed since closure, and work fulfillment for clients who were employed. The dependent variables were scores from the Vocational Rehabilitation Process and Product subscales of the Vocational Rehabilitation Consumer Satisfaction Inventory. The sample consisted of 49 VR clients. Two composite null hypotheses were tested using a three-way analysis of variance and a one-way analysis of variance. Sixteen comparisons were made; eight were main effects and eight were interactions. Two main effects were statistically significant at the .05 level: time elapsed since closure for the dependent variable VR process satisfaction and work fulfillment for the dependent variable VR product satisfaction. Three of the four statistically significant comparisons were for interactions: (1) severity of disability, disability group, and time elapsed since closure for the dependent variable VR Process Satisfaction; (2) severity of disability and disability group for product satisfaction; and (3) severity of disability and time elapsed since closure for product satisfaction. (Nineteen references are listed. Appendixes include instruments and additional demographic information.) (YLB)

ED 375 578 EC 303 417

An International Resource Directory of Disability-Related Organizations.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 94

NOTE- 463p.; Compiled and produced by the International Exchange of Experts and Information in Rehabilitation (IEEIR).
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Foreign Countries; International Cooperation; *International Organizations; *Organizations (Groups); Programs; Rehabilitation

This directory brings together basic information about a variety of programs and organizations concerned with disability in 173 countries. The main body of the directory lists the countries alphabetically. Each country listing begins with a summary page which provides a map and basic demographic and statistical information about the country. Programs and organizations are listed alphabetically within their respective country listing. Information provided generally includes program or organization name, address, one or more contact persons, phone number, and a brief description. Also included are descriptions of organizations funded by the National Institute for Disability and Rehabilitation Research in the United States. Separate sections present listings of multinational organizations, member organizations of Rehabilitation International, member organizations of Disabled Peoples International, and a roster of International Exchange of Experts and Information in Rehabilitation (IEEIR). (DB)

ED 375 598 EC 303 438

Differentiating the Core Curriculum and Instruction To Provide Advanced Learning Opportunities.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acceleration (Education); *Curriculum Development; Educational Methods; Elementary Secondary Education; Enrichment Activities; *Gifted; Individualized Instruction; *Student Development; Student Needs; *Talent; *Teaching Models; Thinking Skills
IDENTIFIERS- *California; *Differentiated Curriculum (Gifted)

A differentiated curriculum can provide the basis for discovering, serving, and nurturing academic talent across California's diverse student population. Differentiation provides tools to vary the curriculum or instruction so that students who have already mastered given material continue to progress and students who have a particular interest in an area can pursue it in greater depth or in a personalized way. Although aimed at gifted and talented youngsters, four principles of differentiation can be used to meet the needs of all students. These include acceleration, complexity, depth, and novelty. The responsibility for differentiation is one which all educators must share, at the classroom level and the school level. Educators must develop a new vision of excellence that depends on a fresh understanding of how the core curriculum can be differentiated to provide advanced learning opportunities. The education of the most able students, as with all students, is best developed in challenging contexts which shift the emphasis from the structure of the program to the quality of the curriculum. The core curriculum currently embodied in California's curriculum frameworks is often described as a "thinking curriculum" because it tries to engage students at all times in the search for meaning. In addition to differentiation at the classroom level, successful differentiation at the school level involves new service models, new roles for educators, shared resources, improved assessment practices, and ongoing staff development. (JDD)

ED 375 698 HE 027 782

Boyles, Susan G.
Characteristics of the Nation's Postsecondary Institutions: Academic Year 1993-94. E.D. TABS.

PUB DATE- Oct 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Accessibility (for Disabled); *Colleges; Fees; *Higher Education; *Institutional Characteristics; National Surveys; Nonprofit Organizations; *Postsecondary Education; Private Colleges; Proprietary Schools; Public Colleges; Student Costs; Student Personnel Services; Tuition; Two Year Colleges; Vocational Schools
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report uses national survey data to describe in 16 data tables the characteristics of the institutions of higher education in the United States in 1993-94. Data used are from the Institutional Characteristics survey of the Integrated Postsecondary Education Data System (IPEDS). Tables 1-6 A-C cover postsecondary schools, including 4-year, 2-year, and less-than-2-year institutions, both academic, occupational, and vocational. Tables 7 through 12 A-C are limited to higher education institutions. The tables offer data on numbers of institutions, average institutional charges, percent change in charges, and number of institutions offering a selection of student services. Highlights of the data include: (1) over 10,500 schools in the United States and outlying areas offered some level of postsecondary education and of these 43 percent were less-than-2-year private, for-profit institutions offering occupational programs; (2) nearly 2,800 schools offered programs at the baccalaureate level or higher; (3) four states list more than 500 postsecondary schools each: California, New York, Pennsylvania, and Texas; (4) public institutions are more likely to offer student services than private nonprofit schools; (5) more than half of all postsecondary institutions offer academic/career counseling services, placement services for program completers, and employment services for current students while nearly half offer access for the mobility impaired. (JB)

Kahne, Joseph

Democratic Educational Practices and the Constraining Culture of Mainstream Policy Analysis.
PUB DATE- May 94
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Democracy; *Democratic Values; *Educational Philosophy; Educational Policy; *Educational Theories; Higher Education; *Nontraditional Education; *Policy Analysis; Secondary Education
IDENTIFIERS- *Dewey (John)

Despite Dewey's influence on educational thought, those with progressive visions of democratic education are generally on the margins of educational policy and practice. One notable exception was the "Eight-Year Study," a landmark attempt to design, implement, and evaluate democratic secondary schools. The Eight-Year Study was begun in 1930 by the Progressive Education Association (PEA) and the Commission on the Relation of School and College. It studied alternative programs in two school districts (Denver and Tulsa), 26 other schools, and 300 colleges and universities. A total of 1,475 students in alternative programs were matched with nonparticipants and interviewed over the next 8 years. Although the Eight-Year Study was important, it failed to bring progressive educational practices to U.S. high schools. Examination of this effort permits consideration of how democratic priorities can transform both educational practice and policy analysis. Specifically, this study demonstrates the norms, values, and technologies that guide mainstream analysis are poorly suited to record and report the strengths of the democratic orientation inspired by Dewey's work. (LMI)

ED 375 659 FL 022 504

Coyne, Minerva Rivero
Multifunctional Resource Center for Bilingual Education--
University of Wisconsin-Madison. Service Area 6: Iowa,
Michigan, Minnesota, North Dakota, South Dakota, Wisconsin.
Annual Report, October 1, 1993-September 30, 1994 (Contract
Year 2).
SPONS. AGENCY- Office of Bilingual Education and Minority
Languages Affairs (ED), Washington, DC.
PUB DATE- 7 Sep 94
NOTE- 244p.; For the report of the first year, see ED 368 159.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; *Bilingual Education; Bilingual
Teachers; *Educational Technology; Elementary Secondary
Education; Federal Programs; *Limited English Speaking; Program
Descriptions; Program Effectiveness; Program Evaluation;
*Regional Cooperation; *Resource Units; Teacher Education;
*Technical Assistance
IDENTIFIERS- Iowa; Michigan; Minnesota; *Multifunctional Resource
Centers for Bilingual Ed; North Dakota; South Dakota; Wisconsin

The report details the activities of the federally-funded Multifunctional Resource Center for Bilingual Education at the University of Wisconsin-Madison, which serves the area of Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin. Its mission includes provision of training and technical assistance to educators and parents participating in bilingual education programs or special alternative programs for limited-English-proficient (LEP) students, research and practice development, leadership in educational technology for LEP students, and coordination of services. The report covers the second year of a federal contract, during which time it served 12,660 in 408 training workshops. Most participants were certified teachers; others included teacher aids, non-instructional staff, and parent/community members. Technical assistance was provided on request by telephone and correspondence, and through on-site visits. Research was done as part of other services. Activities in educational technology, the center's specialty, included ongoing synthesis of research, stress on technology within existing services, sharing of information, and involvement with professional organizations in educational technology. Evidence of the impact of the center's services is found in anecdotal accounts and participant response. The report describes activities and accomplishments by state and by function. (MSE)

ED 375 249 CE 067 370

Fertman, Carl I.
Service Learning for All Students. Fastback 375.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Advisory Committees; *Citizenship Education; Classroom Techniques; Curriculum; *Educational Benefits; *Educational Practices; Educational Strategies; Elementary Secondary Education; *Fused Curriculum; Partnerships in Education; *Public Service; School Community Relationship; *Vocational Education
IDENTIFIERS- *Service Learning

This document provides an overview of service learning (SL) and shows how teachers can incorporate SL into elementary, middle, and high school curricula. First, SL is differentiated from community service and volunteerism. The four basic elements of SL (preparation, service, reflection, and celebration) are explained along with strategies for incorporating them into curricula and the benefits and drawbacks of various types of SL activities (direct and indirect service and civic action). The role of SL advisory committees and categories from which committee representatives are generally selected are examined. Discussed next are the importance of effective communication to the success of SL programs and considerations in and ways of monitoring/evaluating SL programs. The following benefits of SL are described: adult models for young people, student self-direction, parent involvement, improved workplace relationships, school-community partnerships, and altered perceptions of youth. Outlined next are approaches to infusing SL into elementary, middle, and high school curricula based on the following: community service classes, mandatory services, collaboration with community-based organizations, targeted populations, club-linked service, career/vocational education courses, in-school service, special events, and summer service. Concluding the document is a list of 25 organizations providing information related to SL. (MN)

ED 375 268 CE 067 412

Cranton, Patricia

Understanding and Promoting Transformative Learning: A Guide for Educators of Adults. Jossey-Bass Higher and Adult Education Series.

PUB DATE- 94

NOTE- 252p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; *Classroom Techniques; *Educational Strategies; *Educational Theories; Learning Processes; Personality Traits; *Teacher Role; Teacher Student Relationship; Theory Practice Relationship

IDENTIFIERS- *Empowerment; Jung (Carl G); Mezirow (Jack); *Transformation Theory (Adult Learning)

This book describes the theory and process of transformative learning (TL) and presents practical strategies for fostering and supporting TL. In chapters 1 and 2, TL is placed within the broader context of adult learning and Mezirow's 1991 theory of TL is presented. Chapter 3 examines the following: TL's relationship to the instrumental, communicative, and emancipatory learning domains and the perspectives of psychological, sociolinguistic, and epistemic reflection; critical responses to TL theory; and the relationship between TL and self-directed learning, autonomy, and critical thinking. Chapter 4 contains a taxonomy of TL and the learner's perspective on the process of working toward transformation. In Chapter 5, Jung's theory of psychological types is used to explain the different ways in which individuals engage in TL. Chapter 6 discusses teaching roles in relation to the three domains of learning, Chapter 7 describes the process of fostering learner empowerment, and Chapter 8 presents strategies that can be used to stimulate TL (including questioning techniques, consciousness-raising exercises, and experiential activities). Chapter 9 describes ways of supporting TL and practical techniques for encouraging learners to support one another. In chapter 10, the process of TL is applied to the adult educator's role. Contains 185 references. (MN)

ED 375 363 CG 025 787

Tanksley, Mary D.

Building a Good Self-Esteem for Certain Fifth Grade Children through Cooperative Learning, Individualized Learning Techniques, Parental Involvement, and Student Counseling.

PUB DATE- 94
NOTE- 53p.; Ed.D. Practicum, Nova University. Color graphs may be difficult to interpret.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Cooperative Learning; Elementary School Students; Fine Arts; *Grade 5; *Individualized Instruction; Individual Needs; Intermediate Grades; Parent Participation; Parent School Relationship; Peer Counseling; *Self Esteem; Student Attitudes; Student Motivation; *Student Problems

Low self-esteem frequently impedes students' academic achievement. By incorporating different learning and teaching strategies, this practicum attempted to build self-esteem for fifth grade students who exhibited low self-esteem. Participants were selected based on their attendance, academic achievement, and/or behavior. The writer incorporated activities that promoted cooperative learning, parental involvement, and counseling for the students. Class instruction was designed to target low self-esteem students which allowed them to use their individual interests and learning styles for academic achievement. The researcher employed different strategies such as giving low self-esteem students leading roles in class plays, involving all parents in the classroom rather than just the guardians of the study participants, and developing class cooperative groups to build self-esteem. Results indicated that classroom behavior, attendance, and academic achievement improved for the study group. A self-report questionnaire revealed that the students' self esteem also improved. The researcher considered parent involvement as critical in developing a positive self-esteem for some students. Four colored graphs represent the practicum's results. Four appendices provide forms for student records as well as a copy of the self-esteem survey. Contains 17 references. (RJM)

ED 375 382 CS 011 856

Gould, Toni S.; Stern, Margaret
30 Games To Get Ready To Read: Teaching Kids at Home and in School.
PUB DATE- 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; *Reading Games; *Reading Readiness; Reading Skills; Young Children
IDENTIFIERS- *Reading Motivation; Reluctant Readers

Intended for use with youngsters eager to begin reading as well as reluctant starters, this book is filled with time-tested, entertaining, and simple games that build on children's curiosity and sense of fun to teach reading skills. The book contains a brief introduction outlining the methods and goals of the reading games and instructions on how to play over 30 games. Games in the book are based on proven favorites such as "Go Fish," "Bingo," "Lotto," and "Concentration." The book supplies practical tools--picture, letter, and word cards and letter picture dictionaries--that make the learning process easy and accessible. (NKA)

ED 375 440 CS 508 711

Renaud, Jerry; Mitchell, Nancy
Children's Use of Radio: A Pilot Study.
PUB DATE- 11 Aug 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; *Children; Elementary Education; Elementary School Students; Listening Habits; *Mass Media Use; Media Research; Pilot Projects; *Radio; Research Needs
IDENTIFIERS- Research Suggestions

A study explored how children make decisions to use radio. Thirty 8-9 year olds were interviewed in depth and 71 9-12 year olds filled out a questionnaire. Results indicated that children were capable of describing their radio listening behavior on a day-to-day basis, and that listening processes appeared to be similar to that reported in studies of adult listening behavior. Findings provide support for the notion that children are capable of making their own decisions concerning media and are being allowed by parents to practice this autonomy. The listening process of children also appears to support social learning theory, which suggests that children use radio for social purposes and are dependent on radio to enable them to "fit in" with their elementary school friends. More research concerning children and their media activities is essential if educators are to deal with children and media consumption and learning in a knowledgeable manner. (Contains 52 references and a table of data. The questionnaire is attached.) (RS)

ED 375 560 EC 303 397

Carr, Theresa, Ed.

Self-Advocacy.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Advocacy; *Deaf Blind; *Personal Autonomy; *Self Determination; Young Adults
IDENTIFIERS- Helen Keller National Center NY; *Self Advocacy; Usher Syndrome

This theme issue presents personal perspectives and approaches to self-advocacy from individuals who are deaf-blind. Individual articles are: (1) "Self-Advocacy: Attaining Personal Stature" by Michelle J. Smithdas; (2) "The American Association of the Deaf-Blind: A National Consumer Advocacy Organization" by Jeffrey S. Bohrman; (3) a description of the Usher Syndrome Group of the Helen Keller National Center; (4) "The Making of a Self-Advocate" by Winnie Tunison, a deaf person with Usher syndrome; (5) "An Open Letter to the Deaf Community: We Have Usher Syndrome" (by nine individuals); (6) a checklist titled "Do You Encourage Self-Advocacy in Youth Who Are Deaf-Blind? Questions for Service Providers, Families, and Friends"; (7) "Strategies for Enhancing Self-Advocacy with Young Adults Who Are Deaf-Blind" by Lynda L. West et al.; and (8) a list of resources (publications, newsletters, and organizations) for self-advocacy. (DB)

ED 375 618 FL 022 446

Inman, Julie E.
Cooperation among Second Language Specialists: Annual State Survey of the Joint National Committee for Languages.
PUB DATE- Nov 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Agency Cooperation; Annual Reports; Arabic; Bilingual Education; Chinese; Departments; Educational Change; Elementary Secondary Education; English (Second Language); Federal Aid; French; German; Interprofessional Relationship; Japanese; Korean; *Language Enrollment; Language Teachers; *Limited English Speaking; National Surveys; Occupational Information; Public Officials; Russian; Second Language Instruction; Second Language Programs; *Second Languages; Spanish; *State Departments of Education; Uncommonly Taught Languages
IDENTIFIERS- *Foreign Language Assistance Program

The 1993 annual national survey of state supervisors of foreign languages concerning language enrollments, language offerings, state supervisor's responsibility, cooperation between language departments and other education offices, and educational reform efforts is reported. Thirty-nine states responded to the survey. Of these, 34 received funding from the federal Foreign Language Assistance Program (FLAP), which provides funding support for instruction in Arabic, Korean, Spanish, Russian, Japanese, Chinese, French, and German. In ten states, English-as-a-Second-Language (ESL) and/or bilingual education programs are administered through their offices. The survey also gathered information on primary responsibilities of state supervisors for federal language programs, grant applications, curricula, teacher certification, monitoring of student progress, policy formation, teacher training, instructional materials selection, technical assistance, and other functions. Following a summary of findings, the report contains summaries of each state's survey response. These citations include the name and title of the respondent, foreign and bilingual education enrollment figures, FLAP and other federal program involvement, innovative language program offerings, state supervisor responsibilities, and nature of cooperation among foreign language departments and state offices. (MSE)

ED 375 680 FL 022 537

Snelbecker, Karen Amy
Speaking Out: A Survey of Lesbian, Gay, and Bisexual Teachers of ESOL in the U.S.
PUB DATE- 23 Jun 94
NOTE- 164p.; Master's Thesis, School for International Training.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; Course Content; Curriculum Design; Educational Policy; *English (Second Language); Faculty Advisers; Homophobia; *Homosexuality; Interviews; *Language Teachers; Organizational Climate; *Peer Relationship; Professional Associations; Questionnaires; Second Language Instruction; Sexual Identity; Surveys; *Teacher Attitudes; Teacher Characteristics; Teacher Educators; Teacher Role; Teaching Skills; Work Environment
IDENTIFIERS- *Bisexuality; *Homosexual Teachers

A survey of gay, lesbian, and bisexual teachers of English as a Second Language (ESL) concerning their roles as teachers, working conditions, and peer relationships is reported. Data were gathered from 17 written questionnaires and 13 telephone interviews. An introductory chapter gives a brief history of the organization of homosexual members of Teachers of English to Speakers of Other Languages (TESOL) and an overview of the study's design. Chapter 2 analyzes responses concerning work issues outside the classroom: hostile or supportive organizational climate; coming out to colleagues; hiding at work; administrator attitudes; institutional policies and benefits; homophobia and career decisions; and other forms of oppression. Chapter 3 looks at issues associated with "coming out" to students, including both positive and negative experiences and support of individual homosexual/bisexual students. In chapter 4, special contributions that homosexual/bisexual teachers can make are then examined, including understanding and sensitivity, incorporation of homosexual/bisexual course content, and changes within the profession. A final chapter summarizes findings and conclusions about what homosexual/bisexual teachers want in order to be effective teachers and offers recommendations for the profession. Appended materials include the questionnaire, a summary of data, examples of school board and organizational policies supportive of homosexuals/bisexuals, and lists of references and relevant resources. (MSE)

ED 375 287 CE 067 441

Kister, Joanna; And Others

Life Planning Resource Guide. A Resource for Teaching the Life Planning Core Course Area of Ohio's Work and Family Life Program.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 296p.; For related guides, see ED 362 715-716 and CE 067 442.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Planning; Case Studies; Check Lists; *Competency Based Education; *Family Life Education; *Family Work Relationship; Interpersonal Relationship; Leadership; Learning Activities; Learning Modules; Money Management; *Occupational Home Economics; Problem Solving; Secondary Education; Well Being; Worksheets
IDENTIFIERS- *Life Planning; Ohio

This guide is designed to assist vocational home economics teachers in implementing the life planning course that is one of the six core course areas of Ohio's Work and Family Life program. Included in the guide are an introduction providing an overview of the practical problems proposed in the life planning core course area, four process modules, and seven content modules. The process modules cover the following topics: managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role. Examined in the content modules are the following topics: developing a life management plan, ensuring wellness, building interpersonal relationships, building strong families, planning for a career, coordinating personal and career responsibilities, and using resources to meet needs and goals. Each module includes some or all of the following: statement of the practical problem covered in the module; process competency, competency builders, and supporting concepts covered in the module; teacher information (rationale, background information, references); learning activities; assessment activities; and student handouts (including checklists, worksheets, and case studies). (MN)

ED 375 306 CE 067 474

Thuresson, Jonas
Implementation of Intrapreneurship inside Large, Mature Zambian Companies--A Method. Educational and Psychological Interactions No. 116.
PUB DATE- Apr 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adoption (Ideas); *Business Administration; *Business Education; Developing Nations; Diffusion (Communication); *Economic Development; *Entrepreneurship; Field Studies; Foreign Countries; Mentors; Models; National Surveys; Organizational Climate; *Organizational Development; Postsecondary Education; Questionnaires
IDENTIFIERS- *Intrapreneurship; *Zambia

"Intrapreneurship" is a coined word to describe people who function as entrepreneurs within corporations by implementing new ideas inside established companies and/or by creating and marketing their own ideas while employed in corporate positions. A field study examined the feasibility of using the concept of intrapreneurship to help Zambian companies become more structured in their efforts to develop new businesses. An unspecified number of persons from Lusaka were interviewed to determine the kinds of procedures Zambian companies use to identify business ideas with the potential for success, personnel suitable for intrapreneurship, the sorts of freedom required for intrapreneurship to flourish, and the forms of recognition of achievement best suited to intrapreneurs. The interview results were used to develop a step-by-step method of business development in mature organizations in Zambia. The method details the process of generating a "business developer" by identifying an "idea carrier" and creating a "climate of opportunity" shaped by mentors within the company. (Contains 40 references. Appended are the survey questionnaire and a summary of the proceedings of a July 1993 seminar on the entrepreneurial personality and intrapreneurial ventures.) (MN)

ED 375 324 CE 067 495

Wolf, Mary Alice

Older Adults: Learning in the Third Age. Information Series No. 358.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Learning; Age Differences; *Aging (Individuals); Cognitive Processes; Constructivism (Learning); Coping; *Educational Gerontology; *Lifelong Learning; Literature Reviews; *Older Adults; Psychological Characteristics; Sex Role; Social Adjustment; Social Development; Socioeconomic Influences

This review examines and synthesizes literature about persons over 60--the Third Age--particularly as they engage in learning. It spans the literature of psychology, sociology, gerontology, education, and other fields, connecting them through four constructs: the inner life, cognitive changes of aging, psychosocial development, and socioeconomic factors. The first section discusses the construct of meaning-making, how individuals come to make sense of their changing worlds by creating personal schemata. A discussion of life review materials is presented. The second section focuses on the literature of cognitive changes related to aging. It includes conceptual and data-based literature on learning, memory, and adaptation and presents some implications for practitioners and suggestions for further focus on cognition and the area of self-management. The third section explores psychosocial development, the basis for contemporary models of growth. It analyzes a variety of materials on such topics as rites of passage and gender and identity. The fourth section discusses some socioeconomic factors of aging that affect the need for learning. Studies of education for self-sufficiency, health, and financial management are explored. A summary of the literature review and speculation about the direction and structure of the field of educational gerontology conclude the review. Contains 256 references and a list of resources for program development. (YLB)

ED 375 344 CG 025 674

Dibble, Nic T.; Thiel, Randy
Comprehensive Alcohol and Other Drug Abuse Programs: A Self-Evaluation Report of Wisconsin Public Schools, 1992-93. Bulletin No. 94244.
PUB DATE- Feb 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Alcoholism; Ancillary School Services; Children; Drinking; Drug Abuse; *Drug Education; Elementary Secondary Education; *Guidance Programs; Health Education; Public Schools; *School Counseling; School Counselors; *Substance Abuse; Tobacco
IDENTIFIERS- *Wisconsin

Alcohol and other drug abuse (AODA) affect every segment of our society. This publication reports the progress Wisconsin school districts have made toward providing programs that address these problems. The report opens with a statement of the problem and a description of Wisconsin's model for treating these abuses. Investigators evaluated district programs using the model as a standard. Data from previous years allowed comparisons indicative of progress within a district. Periodic surveys of Wisconsin students confirm that alcohol and other drugs posed a problem for rural, urban, and suburban youth. To face the depth and complexity of these problems requires a unified, cooperative, strategic, and comprehensive program. Also required is a valuation program to determine the efficacy of efforts. Wisconsin's Comprehensive AODA Program Checklist provides school districts statewide with a uniform self-assessment instrument to measure the degree to which they have achieved their goals in comprehensive AODA programming. This report furnishes an analysis of the data accumulated by the school districts and lists various resources available to each district. Thirteen appendices supply graphs of select items, summaries of item averages for the 1992-93 AODA program checklists, year-to-year comparisons, and a list of program facilitators. (RJM)

ED 375 402 CS 214 542

Hindman, Jane E.

Letting Students in on the Secrets of Evaluation and Placement.

PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Analysis; Higher Education; *Student Evaluation; Training Methods; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Academic Discourse; *Basic Writers; University of Arizona

To better facilitate students' learning how to write with authority, instructors need to look more carefully at what it is they do when they teach composition courses. They must look critically at what they accept as "natural" or "true" about good writing practices. A training session for the graders of the Freshmen Placement Exam at the University of Arizona clearly demonstrates the criteria that academics look for in student writing and how consistently the presence or absence of that criteria determines a student's grade. For precisely these reasons, such training might also function as an essential element of the first year composition curriculum. In other words, students, like instructors, might be invited to learn the criteria that are used to evaluate their work. In one particular basic writing class, the instructor and the students found that a frank discussion about these criteria proved enlightening. Scoring some sample exams themselves, students were puzzled about the notion of voice, surprised that instructors were interested in the "personality" of the writers. They had not realized the importance of organization, of style, creativity, or imagination. They had not thought about the need to say something new. Furthermore, students' responses to the instructor's questionnaire asking them to theorize about the nature of academic discourse demonstrate that they were able to recognize, internalize, and even critique those qualities of good writing that college instructors identify as requisite. (Handout on the training session is attached.) (TB)

ED 375 421 CS 214 571

Berthel, Jame
Reconciliation: A Nondual Frame for Critical Thinking in Process Rhetoric.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Buddhism; *Critical Thinking; Higher Education; *Ideology; Philosophy; *Rhetoric; Student Needs; Writing Instruction
IDENTIFIERS- Derrida (Jacques); *Social Constructivism; Sophists

The turmoil that students feel when their values are challenged is directly tied to their fear of annihilation--of death. Both are a matter of identity and the "self" for the reason that the ability to reason, invent, and separate and defend is that faculty which protects them from natural forces. So the connection between the rhetoric they construct and their essential survival in the world they build is direct in every sense of the word. The affirmation of self has been explicated in three exemplary philosophical traditions: the "nothing exists" rhetoric of Eliatic sophistry, the radical occidental metaphysics of presence in the work of Jacques Derrida, and the paradox of "emptiness" from Zen Buddhism. While the philosophy of Zen is unspeakably subtle and fleeting, the puzzles of paradox, in the form of questions ("koans"), and their responses, are quite reasonably implemented once the student is enabled by them. The point of view on which this pedagogy is carried is the idea that ancient Buddhism, classic sophistry, and the work of Derrida depend equally and everywhere on what might be the oldest trick in the book: creating arguments for the sake of argument and never, simply, to win. In the end the student learns to construct, dissect, and synthesize arguments while having no subjective and, therefore, no political stake in them whatsoever. (TB)

ED 375 460 EA 026 109

Curriculum Reform: Assessment in Question (La Reforme des Programmes Scolaires: L'Evaluation en Question).
PUB DATE- 93
NOTE- 144p.; Contains a summary and foreword in French.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; *Curriculum Development; Educational Assessment; Elementary Secondary Education; *Foreign Countries; *National Competency Tests; *Standardized Tests; *Student Evaluation
IDENTIFIERS- Organisation for Economic Cooperation Development

In today's schools, the pervasiveness of assessment has often distorted teaching and learning through testing, examining, and short-term memorizing. Learning to cope with examinations has become almost as important as the learning itself. This report is the third in a series of publications derived from the Centre for Educational Research and Innovation's (CERI) program on School Reform and Innovations in Learning. In this volume, selected examples of assessment in schools in seven Organisation for Economic Cooperation and Development (OECD) countries are analyzed. It is concluded that assessment procedures are crucial in shaping the process of learning and in achieving the objectives of the stated curriculum. Although some evaluation is necessary to make pupils aware of their weaknesses and strengths, evaluation practices should be revised. Contents include the following chapters: (1) "Introduction" (John Nisbet); (2) "France" (Patricia Broadfoot); (3) "Germany" (Margaret Sutherland); (4) "The Netherlands" (Margaret Sutherland); (5) "Spain" (John Nisbet); (6) "Sweden" (Margaret Sutherland); (7) "The United Kingdom" (Caroline Gipps); (8) "The United States of America" (John Nisbet); and (9) "Issues/Questions" (John Nisbet). Contains references at the end of each chapter. (LMI)

ED 375 480 EA 026 180

Jones, Thomas H.; Amalfitano, John L.

Do State Lotteries Enhance the Financing of Public Education?

PUB DATE- Jun 94
NOTE- 14p.; Paper presented at the International Conference on Gambling and Risk Taking (9th, Las Vegas, NV, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Government Role; *Public Education; Regression (Statistics); *School Funds; *School Support; *State Action; State Aid
IDENTIFIERS- *Lottery

By the late 1980s, fiscal crises, tax revolt measures, education reform, and other factors had prompted 28 states to institute state lotteries as a supplemental means of public finance. This paper presents findings of a study that examined whether or not lotteries enhance public education spending. Data for 1987 from all 50 states were compared and examined using regression analysis to answer the question: Is school finance enhanced in lottery versus nonlottery jurisdictions? The analysis included four dependent variables, two indicating "support for education" and two "tax effort for education" and two independent variables indicating the presence or absence of a state lottery. Findings showed that state lottery revenues did not help schools. State per-capita income was the most powerful environmental determinant of school support. Wealthy states that adopted lotteries in advance of other states provided higher levels of school support than nonlottery states; lotteries alone did not make states wealthy. It is recommended that states renounce lotteries altogether. Six tables are included. Contains 14 references. (LMI)

ED 375 500 EA 026 204

Adler, Louise
School Board Policy As a Control Mechanism in Curriculum Challenges.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; *Boards of Education; Censorship; *Controversial Issues (Course Content); Court Litigation; *Due Process; *Educational Policy; Elementary Secondary Education; Parent Rights; Public Relations; School Districts
IDENTIFIERS- *California

This journal article examines how school board policies are used to control the controversies that often surround curriculum challenges. Specific key provisions of model policies and actual policies from California are analyzed to suggest ideal policy provisions. In a longitudinal study, over 42 percent of the 1,000-plus school districts in California responded to a 1990 survey, and more than 37 percent responded in 1991. The districts also provided a total of 227 relevant policies. In 1991, 77 percent of the districts reported having a policy for dealing with curriculum challenges. Over 30 percent of the policies had not been reviewed or revised within the past 5 years. Model policies should contain the following provisions: (1) require that challenges be made in writing using a specified form; (2) begin the process at the school site; (3) conduct a study of the challenged material by a review committee; (4) allow materials to be used during the challenge process; (5) delineate a clear appeals process; (6) standards used by the committee to review the challenged material must be specified in the policy; (7) establish a standard stating how ofter a challenged item will be reviewed within a specific period; (8) establish guidelines for selection of review committee members; and (9) allow alternative asignments to be given to the challenger's child. Following a brief review of court cases, tips are provided for proper policy content and management. A conclusion is that when no policy exits, or when it is not used, there is no assurance that due process procedures will be followed. Districts have to strike a delicate balance between the challenger's right to petition their government and the public interest in providing a well-rounded education; between parents' rights to direct their children's education upbringing and the rights of other parents and children to be exposed to a wide range of ideas and information; and between the religious sensibilities of the challengers and the professional judgments of educators. This requires the use of well-thought-out procedures that are expressed in clear board policies. Contains 29 references. (LMI)

ED 375 541 EC 303 377

Farlow, Leslie J.
Cooperative Learning To Facilitate the Inclusion of Students with Moderate to Severe Mental Retardation in Secondary Subject-Area Classes.
PUB DATE- Jun 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Biological Sciences; *Cooperative Learning; Heterogeneous Grouping; High Schools; *Instructional Effectiveness; *Mainstreaming; *Moderate Mental Retardation; *Severe Mental Retardation; Social Integration

Two secondary students with severe disabilities and 28 high school sophomores enrolled in a life sciences class participated in this study. The two students with disabilities also participated in a special education classroom with a community-based instructional program. A cooperative learning intervention was implemented using Johnson and Johnson's Circle of Learning model, which involved heterogeneous grouping, structured interdependence, structured accountability, and teaching collaborative skills. Four adaptations were used to include the two special needs students in the biology class: the amount of work required was changed, materials were enlarged and important information was highlighted, additional time was provided to complete tasks, and student roles were sometimes changed. Three results indicated that cooperative learning increased the opportunity to master content for both students with disabilities and their nondisabled peers: (1) on-task behavior increased for all students; (2) more interactions were related to content (i.e., teaching and helping); and (3) the performance of nondisabled students increased. The disabled students' ability to learn social and communication skills may also improve under cooperative learning conditions. Teacher interaction decreased for students in typical groups and increased for students in integrated groups. (Contains 26 references.) (JDD)

ED 375 579 EC 303 418

Haak, Julie A.

Establishing Social Skills for Exceptional Needs Students and Their Nonhandicapped Peers in the Elementary Classroom Utilizing a Social Skills Training Program.

PUB DATE- 8 Nov 93

NOTE- 91p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Disabilities; Elementary Education; Friendship; *Inservice Teacher Education; Interaction; *Interpersonal Competence; *Learning Activities; Mainstreaming; Parent Participation; *Peer Relationship

This practicum was designed to teach appropriate social skills to mainstreamed elementary students with disabilities. It was determined that mainstream classroom teachers did not have adequate knowledge of social skills to promote interaction and develop friendships between disabled students and their nondisabled peers. A social skills inservice training program was provided for 28 elementary classroom teachers and a social skills training program guide was disseminated, covering friendship, cooperation, feelings, aggression, and stress. Social skills activity lessons were conducted in the classroom for all disabled and nondisabled students. Classroom teachers were provided opportunities to consult with support staff who helped implement social skills training in the mainstream. Weekly parent support meetings were held to discuss social skills concerns. Interviews with teachers and a pre/post-implementation questionnaire completed by teachers supported the positive impact of the social skills training program. Eighty-five percent of 430 mainstream nondisabled students were able to demonstrate an understanding and respect for their disabled peers. Practicum objectives concerning interaction with nondisabled peers within the community and parents' joining of support organizations were not met. Appendixes contain copies of questionnaires and an outline of the training program. (Contains approximately 70 references.) (JDD)

ED 375 639 FL 022 477

Hawson, Anne

A Neuroscientific Perspective on Second Language Learning and Academic Achievement.

PUB DATE- Apr 94

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Artificial Intelligence; *Cognitive Psychology; Educational Strategies; Elementary Secondary Education; Immersion Programs; Instructional Effectiveness; Interdisciplinary Approach; *Language Processing; Language Proficiency; Language Research; Learning Processes; Linguistic Theory; Neurolinguistics; *Neurological Organization; Research Utilization; Second Language Learning; *Second Languages; Sociocultural Patterns; Threshold Level (Languages)

It is proposed that research on neurological organization, cognitive psychology, and artificial intelligence can contribute to understanding the relationship between second language learning processes and academic achievement. Relevant research in these areas and in the field of neurolinguistics is reviewed, with several themes or topics highlighted: the threshold hypothesis of language proficiency; the search for alternatives to this theory; the "connectionist" approach to cognition; the link between learning and attention; the roles of information processing and the visual system in immersion second language learning; and interference effects of sociocultural factors. It is concluded that there are several advantages in trying to integrate emerging information from neuroscientific research, cognitive psychology, and artificial intelligence into educators' thinking about language learning problems: there is substantial research available; data are more precise than in most second language research; the perspective is physical, not behavioral, and information can be constructed from knowledge of the brain's inner workings; and artificially constructed ideas about learning processes can be de-constructed. Contains 55 references. (MSE)

ED 375 899 HE 027 783

Whitaker, Leighton C., Ed.; Pollard, Jeffrey W., Ed.
Campus Violence: Kinds, Causes, and Cures.
PUB DATE- 93
NOTE- 313p.; Originally published as "Journal of College Student Psychotherapy," Vol. 8, Nos. (1/2)(3) 1993.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Alcohol Abuse; Antisocial Behavior; *Campuses; Cognitive Style; College Administration; *Colleges; College Students; Crime; Dormitories; Drinking; Drug Abuse; Higher Education; Homosexuality; Lesbianism; Males; Mental Health Workers; Racial Relations; *School Policy; School Security; Sex Role; Sexual Abuse; Student Behavior; Urban Youth; *Violence
IDENTIFIERS- University of Iowa

This volume offers 14 papers on the types, sources, and possible cures of violence on college campuses from prominent workers in higher education. Following a preface the titles are: (1) "Conceptualizing Campus Violence: Definitions, Underlying Factors, and Effects" by Mary L. Roark; (2) "Administrative Perspectives on Disruptive Student Conduct" by Diana K. Conklin and Norman W. Robinson; (3) "Violence is Golden: Commercially Motivated Training in Impulsive Cognitive Styles and Mindless Violence" by Leighton C. Whitaker; (4) "Violence, Alcohol, Other Drugs, and the College Student" by Timothy M. Rivinus and Mary E. Larimer; (5) "The Role of the Mental Health Consultant in Dealing with Disruptive College Students" by Gerald Amada; (6) "Keeping Their Antennas Up: Violence and the Urban College Student" by Paul Grayson; (7) "Race Relations and Polycultural Sensitivity Training on College Campuses" by Linda Berg-Cross and others; (8) "Violence Against Lesbian and Gay Male College Students" by Barbara R. Slater; (9) "Violence and the Male Gender Role" by Donald L. Marshall; (10) "Topography of Violence in College Men: Frequency and Comorbidity of Sexual and Physical Aggression" by Kerry Erway Hannan and Barry Burkhart; (11) "College Men and Sexual Violation: Counseling Process and Programming Considerations" by Mark A. Stevens; (12) "Psychological Challenges and Responses to a Campus Tragedy: The Iowa Experience" by Gerald L. Stone; (13) "Homicide in the University Residence Halls: One Counseling Center's Response" by Michael Waldo and others; and (14) "Cures for Campus Violence, If We Want Them" by Jeffrey W. Pollard and Leighton C. Whitaker. Includes an extensive index. Many papers contain extensive references. (JB)

ED 375 383   CS 011 857

Antonacci, Patricia; Hedley, Carolyn
Natural Approaches to Reading and Writing.
PUB DATE- 94
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Beginning Reading; Classroom Environment; Elementary Education; *Language Acquisition; Metacognition; Play; Portfolio Assessment; *Reading Instruction; Reading Writing Relationship; *Writing Instruction
IDENTIFIERS- Beginning Writing; *Emergent Literacy; Natural Language; *Student Empowerment

Based on a two-day presentation workshop on early reading and writing approaches, the 12 essays in this book discuss the development of literacy, natural approaches in developing literacy, and supporting literacy development. Essays in the book are: (1) "Theories of Natural Language" (Carolyn N. Hedley); (2) "Oral Language Development" (Patricia A. Antonacci); (3) "The Role of Play in Literacy Development" (David N. Berg); (4) "A Portfolio Approach in Documenting Literacy in Young Children" (Patricia A. Antonacci); (5) "The Development of Early Writing" (Patricia A. Antonacci); (6) "Strategies for Young Authors: Making Writing Work in the Primary Grades" (Patricia A. Antonacci); (7) "I Can Read! Empowering Young Readers for Success" (Christine Bluestein); (8) "Tried and True: Books That Fit the Interests and Needs of Young Children" (Sally R. Costa); (9) "He's Not Looking at the Book! Metacognition and the Young Child" (Patricia Chiarelli Elfant); (10) "Literature Webbing: Literacy across the Curriculum" (Patricia Chaplin); (11) "Creating Environments That Promote Literacy" (Florence D. Musiello); and (12) "New Directions in Literacy Programs: The Empowerment Movement" (Regis G. Bernhardt and Anthony N. Baratta). A bibliographic essay on family literacy resources (Robin Alinkofsky) is attached. (RS)

ED 375 441 CS 508 712

Lometti, Guy E.
Broadcast Preparations for and Consequences of "The Day After."
PUB DATE- 92
NOTE- 18p.; Intended for publication as a chapter in a forthcoming book.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Discussion; Elementary Secondary Education; *Emotional Response; *Mass Media Effects; Mass Media Role; Nuclear Warfare; Television Research; Television Surveys; *Television Viewing
IDENTIFIERS- American Broadcasting Company; *Day After (The)

The public's reaction to the television film "The Day After" demonstrates that when television responsibly and sensitively presents a controversial yet thought-provoking issue, an educational and enlightening experience can result. The film was developed and produced by ABC Motion Pictures to inspire debate and discussion about the effects of nuclear war. A tremendous public debate was generated even before the film was aired in 1983. The film was the 12th-ranked program of all time, seen by an estimated 100 million people. Many psychologists and educators warned of dire consequences for children exposed to "The Day After," and the National Education Association issued its first-ever parent advisory for a television program, warning parents not to allow children to watch the film alone. ABC took a number of steps both before and after the film was broadcast to assess the public's reaction to the controversy surrounding children, politics, and the public. Two months before the air date, qualitative focus groups comprised of parents and children viewed the film. Results indicated no adverse emotional reactions, and all focus group viewers wanted to talk about what they had seen. A viewer's guide was developed by ABC for use in junior and senior high schools. A national survey of 1,921 adults and children between the ages of 10-17 years was conducted after the broadcast. Results indicated that viewers evaluated the program favorably, thought that children would be able to cope with issues raised by the film, watched the film with someone, and discussed the film during or after its airing. (RS)

ED 375 521 EA 026 233

Westheimer, Joel; Kahne, Joseph
In the Service of What? The Politics of Service Learning.
PUB DATE- Jun 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Print is of uneven quality.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Altruism; *Community Services; Elementary Secondary Education; Ideology; Moral Values; *Policy Analysis; Politics of Education; *Social Action; *Social Change; *Student Projects
IDENTIFIERS- *Service Learning

With the current interest and allocation of resources accorded service learning comes a growing need to clarify the varied ideological perspectives on school and society that underline service learning activities and programs. Drawing on an evaluation of Stanford's Service Learning 2000 project and on a rhetorical analysis of policy talk on service learning, this paper proposes a conceptual scheme that highlights these complexities. It seeks to clarify the ideological, political, and social goals and assumptions embedded in the policy and practice of service learning. Two examples of service learning projects funded in part by the Stanford Service Learning 2000

ED 375 250 CE 067 371

JTPA: Targeting, Outreach and Recruitment. A Technical Assistance and Training Series.

PUB DATE- 93
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adults; Displaced Homemakers; Educational Legislation; Employment Programs; Federal Legislation; Homeless People; *Job Training; *Marketing; Minority Groups; *Outreach Programs; Publicity; *Student Recruitment; *Vocational Education; Youth
IDENTIFIERS- *Job Training Partnership Act 1982; *Target Populations

This guide, which was developed with input from more than 120 Job Training Partnership Act (JTPA) programs across the United States, is designed to give JTPA program staff new ideas for conducting their targeting, outreach, and recruitment efforts. Presented first are an overview of the guide's contents and suggestions for using it. The first five chapters deal with system planning, targeting, marketing plan development, outreach, and recruitment. Each chapter contains the following: chapter contents, brief introduction and definition of the concept underlying the activity, description of the activity's purpose and intent, suggested methods/techniques, ideas regarding managing the activity/function, and a complete listing of relevant citations from the JTPA and other regulations. Included in the sixth chapter are ideas for the following: developing posters, logos, and display advertising; obtaining media coverage; and organizing promotional events and other related activities. The final chapter consists of project-specific examples of targeting, marketing, outreach, and recruitment activities that have proved successful with the following client groups: adults, displaced homemakers, ex-offenders, homeless people, minority group members, most-in-need and hard-to-serve clients, and youth. Appended are lists of contributors to the guide, Department of Labor Regional Office contacts, and the project customer focus panel members. (MN)

ED 375 364 CG 025 788

Wiren, Eva

Professional Profiles: A Longitudinal Analysis of Three Traditional Female Professions.

SPONS. AGENCY- Tri-Centennial Fund, Stockholm (Sweden).
PUB DATE- May 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Women; *Females; Foreign Countries; Labor Market; Longitudinal Studies; *Nurses; Occupational Surveys; Outcomes of Education; Professional Occupations; Professional Personnel; *Secretaries; Service Occupations; Sex Role; *Teachers
IDENTIFIERS- *Sweden

This study is part of an ongoing research project examining women in Sweden who work in traditional female professions. The project aims to investigate women's life patterns in a longitudinal perspective--targeting individuals born in 1948 and covering the years 1961 to 1981/82--with focus on their background, education and work experiences. Researchers concentrated on three professional groups: lower primary teachers, nurses, and secretaries. Investigators used multiple discriminant analysis in two separate analyses, dividing the data set between information collected when the respondents were 13 and when they were 32 respectively. Findings suggest that analyses could distinguish significantly between the three groups of women. The discriminant power was considerably stronger when analyzing the women as young adults. The subject's general ability in school served as the most important predictor. Two of the interest orientations, verbal and office oriented activities, also proved to be strong predictors. Likewise, the home background and the level of the mother's education influenced predictors. Some patterns could be traced back to when the subjects were 13 years old. Teachers showed the most distinctive profile, being the ones well-adapted to school. The common trait in all three professions was the tendency towards service work. The researchers caution that questioning data which were originally designed for other purposes will cause some information to be lacking. Appendixes contain study data. Contains 11 references. (RJM)

ED 375 561   EC 303 398

Richardson, Nancy; And Others
A System Apart: A Study of the Implementation of the Least Restrictive Environment Provisions of IDEA in Massachusetts and Illinois.
SPONS. AGENCY- National Council on Disability, Washington, DC.
PUB DATE- 19 May 94
NOTE- 62p.; Funding also received from the Pathways Awareness Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Compliance (Legal); *Delivery Systems; *Disabilities; Educational Legislation; *Educational Methods; Educational Trends; Elementary Secondary Education; Federal Legislation; Federal Regulation; Financial Support; Inclusive Schools; Leadership; *Mainstreaming; Political Influences; Professional Development; Program Implementation; State Programs; State Standards
IDENTIFIERS- *Illinois; Individuals with Disabilities Education Act; *Massachusetts

This study examined how Illinois and Massachusetts are attempting to establish a more inclusive educational system as required by the Individuals with Disabilities Education Act. The study looked at factors affecting inclusion in six categories: (1) funding, (2) education delivery systems, (3) political climate, (4) Federal and State regulations and monitoring, (5) leadership, and (6) professional development. The study involved interviews with education leaders, government officials, teachers, and parents to identify specific factors in each of these areas as essential or important to the development of more inclusive schools. How these factors operate in Massachusetts and Illinois are then compared. Thirteen general recommendations follow directly from the identification of these factors. This report of the study provides an executive summary, followed by an introductory chapter which reviews the history of the inclusion movement and compares the two states. Separate chapters then address the six areas for each of the two states. A concluding chapter identifies the factors specific to each state and factors supporting inclusion in general. Contains references in the form of endnotes. (DB)

ED 375 599   EC 303 439

Silverman, Linda Kreger, Ed.; Knopper, Dorothy, Ed.
Understanding Our Gifted. September 1993-August 1994.
PUB DATE- 94
NOTE- 122p.; For volume 5, see ED 361 955. For individual issues, see EC 303 440-445.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; Attention Deficit Disorders; *Child Rearing; *Educational Methods; Elementary Secondary Education; Excellence in Education; *Gifted; Gifted Disabled; Mainstreaming; Networks; Parent Role; Parent School Relationship; *Student Development

Each of these issues of "Understanding Our Gifted" is based on the following themes: valuing parents, excellence revisited, networking, talent searches, attention deficit disorders, and mainstreaming the gifted. Feature articles of the six issues include: "'Pushy and Domineering': A Stigma Placed on Parents of Gifted Children" (Lynn C. Cole and Roxana M. DellaVecchia); "Educating Educators" (Cathy Silva); "Making Connections for the At-Risk Gifted Child" (Mary Kay Finholt and Kathy Peckron); "Positive Aspects of Full-Time Programming" (Mary F. Toll); "A Network of Scholars" (Jerry Flack); "The Courage To Network" (Maddi Wallach); "Talent Search: A Driving Force in Gifted Education" (Paula Olszewski-Kubilius); "University-Based Talent Searches for the Gifted" (Mark R. DeLong); "Gifted Children with Attention Deficit Disorder" (Deirdre V. Lovecky); "The Perplexed Perfectionist" (George W. Dorry); "How Gifted Kids Can Survive in 'Inclusion' Classrooms" (Susan Winebrenner); and "Challenging Ben" (Barbara Gilman and Linda Greene). In addition to the feature articles, the issues occasionally contain interviews or poetry, and each issue contains recurring columns, such as "Hidden Gifted Learner," "Parenting the Gifted," "Instructional Perspectives," "The Reading Room," "Bright Beginnings," "Personality Plus," "The Highly Gifted," "Creative Ventures and Encounters," "From Parent to Parent," "Kaleidoscope," and "Current Developments in Gifted Education." (Some papers contain references.) (JDD)

ED 375 619 FL 022 448

Reyes, Celia R.

The Fabric of Education in a Latino Community: The Social-Political Context of Literacy Development in a Second Language.

PUB DATE- Apr 94
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary School Students; *English (Second Language); Grade 4; Grade 5; Grade 6; *Hispanic Americans; Intercultural Communication; Intermediate Grades; Language of Instruction; Learning Processes; *Literacy Education; *School Role; Sociocultural Patterns; *Spanish Speaking; *Underachievement
IDENTIFIERS- Hispanic American Students; *Latinos

A 3-year study followed the progress of eight native Spanish-speaking elementary school students, aged 9-11, learning English as a Second Language (ESL). The subjects were chosen because they were considered successful in school. Research focused on the processes through which Latino students in grades 4-6 learn, accept, support, and at times resist their work in classrooms and come to help reproduce the pattern of school success and failure represented by statistics. Particular attention was paid to describing and understanding the school's literacy program in both English and Spanish. Data were gathered through classroom observation and in interviews and conversations with teachers, parents, staff, and students. After a review of relevant literature, classroom procedures are described and results are summarized in these areas: English reading; English language arts and writing; and Spanish reading. By the end of the study, two of the eight students were no longer considered to be succeeding. It is concluded that the remaining six were successful despite an educational program that did not meet their needs and was not consistent or coherent. Inservice training was met with indifference or strong resistance by most teachers, and administration was not supportive of reform. A 12-page bibliography is included. (MSE)

ED 375 660 FL 022 505

Adelman, Clifford
What Employers Expect of College Graduates: International Knowledge and Second Language Skills. Education Research Report.
PUB DATE- Jul 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Graduates; Cultural Awareness; Education Work Relationship; *Employer Attitudes; *Employment Qualifications; Entry Workers; Global Approach; Higher Education; International Educational Exchange; *Job Skills; Language Enrollment; Language Proficiency; Language Skills; Organizational Climate; *Second Languages

In the last 15 years, colleges and universities have sought creative ways to encourage the study of second languages and to add an international dimension to the college curriculum. More extensive international exchange, higher language enrollments, and more widespread inclusion of language study as a college entrance requirement have resulted. A federal study of a diverse group of eight major United States-based international corporations employing over 400,000 worldwide investigated employer expectations and preferences of recent college graduates' language skills and international knowledge. It was found that: expectations differ significantly by industry, corporate culture, and nature of the entry-level job; prospective employees' claims of skills and knowledge are not usually validated in the recruitment process; newly-hired graduates are not typically involved in international operations or accounts for several years; international knowledge expected of those in liaison with overseas legal counsel and accountants is not well specified, and corporations rely heavily on local expertise overseas; second language proficiency is beginning to be valued more highly; human resource officers have mixed feelings about graduates' skills; and recent emphasis on multicultural education is viewed as positive preparation. It is concluded that overall, rather than specialized, internationalization of the college curriculum is desirable. Contains 12 references. (MSE)

ED 375 681 FL 022 540

Babcock, Suzan P.

The Significance of Cultural Influences within the ESL/EFL Classroom; A Taiwan Experience.

PUB DATE- Mar 93
NOTE- 29p.; Paper presented at the International Conference on Teacher Education in Second Language Teaching (2nd, Hong Kong, March 24-26, 1993).

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Chinese Culture; Cross Cultural Studies; Cultural Awareness; Cultural Differences; Cultural Exchange; *Cultural Influences; *English (Second Language); Foreign Countries; Higher Education; Language Attitudes; *Second Language Instruction; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Taiwan

This paper examines the influence of Chinese (and specifically Taiwanese) culture on the conduct of English as a Second Language (ESL) and English as a Foreign Language (EFL) instruction in Taiwan. Rapid economic development since the Second World War has led to a conflict of cultures, between traditional Chinese values and norms and Western values and norms. This conflict is especially felt in the ESL/EFL classroom, where instructional methods and the target language culture often conflict with standard Taiwanese instructional practices and the indigenous culture. Specific examples of these cultural and instructional clashes are presented and discussed, focusing on verbal and nonverbal cues in ESL/EFL classrooms. (Contains 51 references.) (MDM)

ED 375 269 CE 067 413

Hofmann, Joan M.; And Others
Adult Learners: Why Were They Successful? Lessons Learned via an Adult Learner Task Force.
PUB DATE- May 94
NOTE- 11p.; Paper presented at the Adult Learner Conference (Columbia, SC, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adult Education; *Adult Learning; *Adult Students; *College Programs; *Educational Strategies; Graduate Surveys; Higher Education; Student Attitudes; Student Motivation; *Success; Teacher Attitudes

An adult learner task force at a small liberal arts college conducted a telephone survey of a random stratified sample of approximately 40 recent graduates from 3 college programs to identify factors perceived as contributing to the graduates' academic success. Additionally, a focus group was convened to assess faculty perceptions of institutional support necessary to enhance the teaching of adults. The following were identified as critical dimensions of why students are drawn to college and why they succeed: availability of specific programs; high quality/caliber of program, faculty, and instruction; and small class size and caring atmosphere. Access to adequate resources (libraries, advisement, and academic support services) and timely communication of information regarding availability of resources, events, and program requirements were seen as essential to student satisfaction/success. Faculty were aware of the unique needs of adult learners in their classes and had strong opinions regarding provision of adequate support for successful instruction of adult learners. Among the study recommendations were the following: multiple and flexible class-scheduling patterns; course loads/class sizes small enough to enable faculty to nurture/support students, individualize instruction/advisement, and form strong relationships with students; expanded support services; and more attention directed toward the college-to-postgraduate transition. (MN)

ED 375 307 CE 067 475

Henrysson, Lennart
Careers Education Culture in Schools. Pupils' and School Personnel's Perception of Careers Education and Working Life Orientation in Lower Secondary Schools. Reprints and Miniprints No. 807.
PUB DATE- Apr 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; *Career Planning; Educational Objectives; Foreign Countries; *Program Effectiveness; *Program Improvement; School Attitudes; Secondary Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Sweden

A Swedish study examined student and teacher perceptions regarding career education (CE) and working life orientation in Sweden's lower secondary schools. Twenty-seven pupils and a total of 30 school professionals (13 teachers, 8 career teachers, 3 school welfare officers, and 6 head teachers) from 3 lower secondary schools were interviewed. The school personnel generally believed the following: the foremost goal of CE is to aid pupils in their choice of educational courses and vocations; the main methods of achieving this goal are provision of career information to groups, individual counseling, and work experience programs; and intellectually weak, socially handicapped, and indecisive pupils should be targeted as priority groups for CE. Pupils generally felt that school is not preparing them sufficiently for working life and that school has not helped them increase their self-awareness as much as experiences outside school, parents, peers, and others have. The following actions were recommended: pupils' experiences should be used as a platform for classroom lessons; syllabi should be linked to society and working life; CE should be provided to ninth-grade students; resources for individual counseling should be increased; and more attention/time should be given to CE in teacher training programs. (MN)

ED 375 325 CE 067 517

Patton, Janet C.

Secondary Office Education Curriculum and Instructional Materials Development. Final Report.

SPONS. AGENCY- Texas Education Agency, Austin.

PUB DATE- 1 Jul 94

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Competence; *Competency Based Education; *Computer Oriented Programs; *Curriculum Development; *Newsletters; *Office Occupations Education; Program Implementation; Secondary Education; State Curriculum Guides

IDENTIFIERS- Texas

A project was conducted in Texas to update office education curriculum based on previously developed workplace outcomes and integration of competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS). One course, Business Computer Applications I, was chosen as the model for the project. During the project, activities and assessment materials were developed for the course. The following activities were conducted: training a selected core group teachers in student-centered teaching methodologies, revising and redirecting activities and assessments materials to reflect the student-centered teaching activities, developing an inservice model for teachers on new methodology, and validating the business performance standards and SCANS specifications developed in an earlier project. The project also prepared, printed, and disseminated 3,000 copies of 2 issues of an office education newsletter. Office education teachers were involved in both assessing and evaluating the completed products. (The report includes a copy of the validated SCANS competencies, as rated by educators and business and industry representatives, and copies of the two newsletters produced during the project.) (KC)

ED 375 345   CG 025 675

Fernan, Steven A.; And Others

Wisconsin Youth Risk Behaviors: 1993 Survey Results. Bulletin No. 94305.

PUB DATE- Mar 94
NOTE- 56p.; Cover title reads: "1993 Wisconsin Youth Risk Behavior Survey. Executive Summary and Report."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Alcoholism; Children; Dietetics; *Drinking; Drug Abuse; Drug Education; Eating Habits; Elementary Secondary Education; Health Education; *High Risk Students; *Injuries; School Counseling; School Counselors; Sexuality; Student Attitudes; *Student Behavior; *Substance Abuse; *Tobacco
IDENTIFIERS- *Wisconsin

How can state leaders mobilize to meet the health and safety needs of its school-age children? To understand more about children's health, the Wisconsin Department of Public Instruction (DPI) has surveyed Wisconsin students. In 1993 the DPI and the U.S. Centers for Disease Control (CDC) joined forces to conduct the Youth Risk Behavior Survey. Researchers designed the 99 questions in the survey to measure objectives set by the CDC as part of its Year 2000 initiative. The CDC defined 16 objectives regarding the health of American youth. The objectives address five areas of concern: (1) intentional and unintentional injuries; (2) the use of tobacco, alcohol, and other drugs; (3) sexual activity; (4) dietary patterns; and (5) physical activity. The survey instrument, objectives and rationale are provided in the full report of survey results. Nearly 6,000 students in grades six, eight, and nine through twelve participated. The weighted responses can be used to make important inferences concerning the priority health-risk behaviors of all Wisconsin public school student at each level. Where data were available, Wisconsin rates are compared to national rates. In addition to identifying risky behaviors, the survey results point to ways various individuals and groups might be able to promote improvements. The raw data appears in an appendix. The Executive Summary is included. Contains 32 references. (RJM)

ED 375 461 EA 026 144

Patrick, Edward M.; Dawson, Judith A.
Case Studies of Five Teacher Supervision/Evaluation Systems.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Case Studies; Elementary Secondary Education; Evaluation Methods; *Faculty Evaluation; Instructional Improvement; Program Effectiveness; Program Implementation; Public Schools; School Districts; Teacher Administrator Relationship; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Pennsylvania

In the 1984-85 school year, the Pennsylvania Department of Education (PDE) began to actively encourage Pennsylvania school districts to reform their teacher supervision/evaluation (TS/E) procedures. To obtain data necessary for developing TS/E models, the PDE commissioned Research for Better Schools (RBS) to conduct a study of five school districts with TS/E systems. Three districts--Abington Heights, Pittsburgh, and Upper Perkiomen--used Madeline Hunter-based models. Suburban East Penn and rural Tamaqua were selected for their evolving alternative systems. Data were collected through onsite interviews with a total of 20 central office staff, 37 administrators, and 194 teachers; document analysis; and followup interviews with selected district officials. This document presents the five case studies, each of which provides information on school background; program development and implementation; program funding; staff development; evaluation procedures; the perceptions of administrators, teachers, and district staff; and implications and issues. Contains 14 references. (LMI)

ED 375 481 EA 026 182

Holdzkom, David; Kuligowski, Barbara
Shifting Paradigms or Shifting Perspectives: An Analysis of Fifty Years of Education Reform.

PUB DATE- Apr 93
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Change; *Educational History; *Educational Policy; Elementary Secondary Education; *Governance; *Incentives; Policy Formation; State Action; State Legislation; Teacher Salaries
IDENTIFIERS- *North Carolina

Since 1946, four major efforts to improve educational outcomes through shifts in governance have occurred in North Carolina. The 1989 reforms were characterized by an increase in rhetoric about local control and initiatives, teacher involvement, and school-based management. This paper surveys the last 50 years of educational reform policy in North Carolina, with a focus on the following four reforms: (1) the Commission on Merit Rating of Teachers (1946); (2) the North Carolina Teacher Merit Pay Study (1960-65); (3) the North Carolina Career Development Program Pilot (1985-89); and (4) the School Improvement and Accountability Act of 1989. The review concludes that the intended effects of the reforms have rarely been achieved, since they were based on the mistaken assumption that increased teacher salaries would result in improved student performance. In addition, power relationships did not change. The reforms perpetuated the same paradigm, which is based on industrial-age models of work, governance, motivation, and organizational behavior. Five tables are included. Contains 25 references. (LMI)

ED 375 542 EC 303 378

Wendler, Cathy; Wright, Nancy
Reactions of Students with Disabilities to the New SAT.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 4-8, 1994). For related document, see EC 303 379.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Aptitude Tests; *Calculators; *College Entrance Examinations; *Disabilities; Emotional Disturbances; Hearing Impairments; Higher Education; High Schools; Learning Disabilities; Physical Disabilities; Special Needs Students; *Student Attitudes; *Test Length; Visual Impairments
IDENTIFIERS- *Scholastic Assessment Tests; Testing Accommodations (Disabilities)

The SAT I: Reasoning Test was introduced in March 1993 for the national testing program of academic preparation and ability of college applicants, including students with disabilities. A survey was administered to 1,001 students with disabilities participating in a field trial of the SAT I prototype test. Students' disabilities were in the areas of learning, hearing, physical, visual, and psychological, and the test formats used were regular type, large type, cassette tape, braille, and reader's script. The survey covered: accommodations provided in school, test preparation, perception of adequacy of timing, and calculator accessibility and use. Results indicated that: (1) the most common school accommodation given for classroom tests was extended time, followed by testing in a separate room and use of a reader; (2) 57 percent of students received the test preparation leaflet and of those, 59 percent found it helpful; (3) most students felt that they did not need more time on either the verbal section or the math section of the test and approximately 90 percent of students completed the sections; (4) 76 percent of students used a calculator; and (5) 33 percent of students found the calculator to be useful all of the time, and 59 percent found it useful some of the time. (JDD)

ED 375 580 EC 303 419

CEC Policies for Delivery of Services to Exceptional Children.

PUB DATE- Oct 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Agency Cooperation; Attendance; Career Education; Communicable Diseases; Delivery Systems; *Disabilities; *Educational Policy; *Educational Practices; Elementary Secondary Education; Ethnic Groups; *Gifted; Organizations (Groups); Preschool Education; *Professional Associations; Responsibility; School Administration; *Special Education; Special Health Problems; Testing; Transitional Programs
IDENTIFIERS- *Council for Exceptional Children

This compilation outlines the Council for Exceptional Children's basic commitments and responsibilities to exceptional children. The policies are intended to set the stage for emerging professional practices and procedures, providing a guideline for those who strive to provide quality education for exceptional learners. Professional policies are grouped according to the following general topics: (1) delivering an appropriate education; (2) coordinating responsibilities with government and community representatives; (3) responsibilities of the school administration; (4) school attendance; (5) creating an environment of support and accountability; (6) early childhood; (7) education of the gifted and talented; (8) managing communicable diseases and students with special health care needs; (9) community-based services; (10) testing; (11) ethnic and multicultural groups; and (12) career education and transition. (JDD)

minigrants program are highlighted. Data were obtained from interviews with and surveys of teachers and students, classroom observations, and project reports submitted by the teachers. The first project stressed charity and the cultivation of civic duty and altruism among the students. The second project focused on transformative education, using systemic and critical analysis to bring about social change. Findings distinguish among the moral, political, and pedagogical goals that motivate supporters of service learning--the moral domain, the political domain, and the pedagogical domain. Although charity is an admirable goal, educators must ask the questions "who and for what?" By focusing on charity rather than change, by emphasizing noncontroversial issues, and by framing controversial issues in noncontroversial ways, educators forego many opportunities for meaningful, reflective analysis and transformative experiences. By linking social analysis and action, service learning frameworks can facilitate powerful educational experiences. (LMI)

ED 375 288 CE 067 442

Kister, Joanna; And Others

Nutrition and Wellness Resource Guide. A Resource for Teaching the Nutrition and Wellness Core Course Area of Ohio's Work and Family Life Program.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 94
NOTE- 300p.; For related guides, see ED 362 715-716 and CE 067 441.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Planning; Case Studies; Check Lists; *Competency Based Education; *Family Life Education; Family Work Relationship; Food; *Health Promotion; Interpersonal Relationship; Leadership; Learning Activities; Learning Modules; Money Management; *Nutrition; *Occupational Home Economics; Problem Solving; Psychological Needs; Secondary Education; *Well Being; Worksheets
IDENTIFIERS- Ohio

This guide is designed to assist vocational home economics teachers in implementing the nutrition and wellness course that is one of the six core course areas of Ohio's Work and Family Life program. Included in the guide are an introduction providing an overview of the practical problems proposed in the nutrition and wellness core course area, four process modules, and eight content modules. The process modules cover the following topics: managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role. Examined in the content modules are the following topics: promoting wellness and good health, relating food choices to wellness, relating psychological needs and food choices, planning food choices, obtaining and storing food, preparing and serving food, selecting and using equipment, and promoting wellness issues throughout society. Each module includes some or all of the following: statement of a practical problem; process competency, competency builders, and supporting concepts covered in the module; teacher information (rationale, background information, references); learning activities; assessment activities; and student handouts (including checklists, worksheets, case studies, and laboratory assignments). (MN)

ED 375 403 CS 214 543

Bromley, Karen D'Angelo
Language Arts: Exploring Connections. Second Edition.
PUB DATE- 92
NOTE- 540p.; For the first edition, see ED 308 507.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Class Activities; Communication Skills; Elementary Education; *Integrated Activities; *Language Arts; *Learning Activities; Listening Skills; *Reading Instruction; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Literature Based Instruction

Integrating language arts instruction with children's literature and content learning, this book helps teachers to teach children to use language effectively by connecting the teaching of listening, speaking, reading, and writing. The book blends content coverage with a balanced view of theory and practice. The book also provides examples of children's work and practical strategies that connect the teaching of each of the language arts. Chapters in the book are: (1) Language Arts and the Beginnings of Language; (2) A Literature Foundation; (3) Composing and Comprehending via Literature; (4) Connections: Listening and Reading; (5) Listening: A Comprehending Process; (6) Reading: A Comprehending Process; (7) Connections: Speaking and Writing; (8) Speaking: A Composing Process; (9) Writing: A Composing Process; (10) Connections: Comprehending and Composing; and (11) Managing an Integrated Language Arts Program. Attached are: an 118-item annotated bibliography of children's literature about children with various heritages or children with handicaps; lists of award-winning children's literature; a bibliography of special picture books (with more than 400 entries); a 39-item annotated bibliography of magazines for children; handwriting models; a guide to bookmaking; and guidelines for selecting an elementary language arts text. (RS)

ED 375 422   CS 214 572

Duncan, Kathryn
Writing Centers: Straddling the Line between Oppression and Liberation.
PUB DATE- Jul 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Modes; Higher Education; *Standard Spoken Usage; *Student Needs; *Writing Across the Curriculum; Writing Difficulties; *Writing Laboratories
IDENTIFIERS- Academic Discourse Communities; *Discourse Conventions; Faculty Attitudes

The potential for writing across the curriculum programs to oppress or to liberate students lies in the dualistic approach to such programs: (1) highlighting humanism, where writing is seen as enhancing the learning process in all academic disciplines, and (2) teaching the conventions of different communities. Few scholars would object to the first point but the second one raises several problems concerning where and how these conventions are to be taught. Instructors in the various disciplines complain that there is not time to teach these conventions and at the same time explain and call attention to their constructedness. Further, elementary composition is not an ideal location for examining this constructedness since it is also the place where some students struggle to grasp standard English. Not only do students entering composition classes within the English department face the hurdle of Standard English--a task that reinscribes the class system--they also must master the conventions of various disciplines in order to succeed, which is a further sorting mechanism. The solution to these difficulties may be writing centers, which offer a place where students and staff can interrogate what John Clifford class the "hundreds of minor and arbitrary truths that are taken for granted, unchallenged, accepted as inevitable" in the structure of academic discourse. Contains 10 references. (TB)

ED 375 501   EA 026 205

Christensen, Georgia J.
The Changing Role of the Principal in the Move from a Traditional School to an Accelerated School.
PUB DATE- Jan 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Educational Change; Elementary Secondary Education; *Leadership; *Leadership Styles; Models; Nontraditional Education; Organizational Change; *Principals; *School Restructuring
IDENTIFIERS- *Accelerated Schools

This paper examines the implications for change in the role of the principal when a school moves from a traditional model to a specific restructured model, an accelerated school. The paper begins with a review of the characteristics of both traditional and restructured schools in general, and the accelerated school as a particular example of a restructured school. The traditional school is hierarchical and characterized by a static environment. A restructured school features collaborative decision making and flexibility. The principal's role in a traditional school is managerial, autocratic, and reactive. The principal in a restructured school is transformative, proactive, and collaborative. He or she facilitates change and takes risks by sharing power. A framework and methodology are presented to identify the behaviors of an accelerated-school principal by using the Critical Incident Technique. Three tables and one figure are included. Appendices contain background information on the Accelerated Schools Project, its inquiry process and governance structures, and the Critical Incident Technique and interview. (Contains 189 references.) (LMI)

ED 375 640 FL 022 478

Schaefer, Ronald P.; Egbokhare, Francis O.
Emai Verbal and Preverbal Tone: Preliminaries.

PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Conference on African Linguistics (25th, New Brunswick, NJ, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Foreign Countries; Form Classes (Languages); *Language Patterns; Language Research; Linguistic Theory; Sentence Structure; *Syntax; *Tone Languages; Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Emai; Nigeria

A study of Emai, an Edoid language of south-central Nigeria, focuses on the system of constraints governing tonal processes. Specifically, it examines the ways in which general processes of low tone raising and high tone lowering are realized in domains constructed by verbs and by preverbal auxiliary and adverbial constituents. Sequentially ordered in some environments, these processes are constrained on one hand by expression of aspectual and polarity categories, ultimately making tonal pattern dependent on an agreement category preceding the verb, and on the other hand, by an inflectional category incorporating deontic modality particles and the imperative mood. For each of these processes, the operational syntactic domains and positions of application are examined. Domains range from the verb phrase itself to the inflectional preverbal phrase within which syllabically-defined constituents also become relevant. The study concludes by postulating a single category underlying deontic modality and imperative constructions. The underlying notion is that Emai facts can be accounted for by positing rules of maximal generality and then factoring them into domains of varying syntactic complexity. Contains nine references. (MSE)

ED 375 700 HE 027 784

Shapiro, Bernard J.; Shapiro, Harold T.
Higher Education: Some Problems and Challenges in a Changing World. Discussion Series Issue 4.
PUB DATE- Oct 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; College School Cooperation; Curriculum Development; Educational Change; *Educational Demand; Educational Finance; Educational History; *Educational Trends; Enrollment; Foreign Countries; *Futures (of Society); *Higher Education; Institutional Role; Policy; Productivity; Resource Allocation; Sociocultural Patterns; Trend Analysis
IDENTIFIERS- *Differentiation

This paper offers an examination of the transformation of higher education over the last century with a focus on some current tensions and some ideas for responding to the rapidly changing environment. Early sections of the paper describe the "massification" of higher education in which 40 to 50 percent of the population participate in postsecondary studies. The paper outlines two stages of massification. In the first stage there are universities and "the others." (e.g., California's three distinct institutional types within its postsecondary system). In the second stage there is differentiation within the institutions. However, differentiation also results in pressures for accountability, increased regulation, and a distinction between teaching and research. The paper argues that increasing costs will be the most substantial challenge to mass higher education. It is predicted that revenues will increase at a rate lower than required to maintain the quality, scope, and method of production at current levels. The paper suggests that these concerns have been ignored or denied to date. The paper outlines 11 propositions to more effectively make the transition to the future. The first four are technical and cost-related. The last seven are based on accountability, cost effectiveness, productivity and responsiveness. (JB)

ED 375 384 CS 011 859

Mason, Ronald B.
Trends and Issues in College Reading Improvement Programs.

PUB DATE- 1 Nov 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; College Programs; *Higher Education; Literature Reviews; Program Descriptions; Program Effectiveness; *Reading Improvement; *Reading Programs; *Reading Research; Research Needs; *Student Evaluation
IDENTIFIERS- *College Reading Improvement Programs; Reading Management

This paper presents a review of the literature that identifies the salient issues, trends, questions, and programs which bear upon the growth, development, and future professionalism of college reading improvement programs (CRIPS). The paper reviews the four broad areas of: (1) administrative concerns (including organizational structure, qualifications of instructors, credit for CRIPS, and cost); (2) instructional concerns (such as student population, instructional modes, instructional time factors, and curriculum materials); (3) assessment concerns (including testing and the diagnostic-prescriptive method); and (4) historical concerns (growth of programs and program descriptions). The paper concludes that both instructional and assessment concerns beg for further study, and that assessment concerns should be given attention first because they determine which students will receive instruction and by what means and in what manner. Contains 127 references. (RS)

ED 375 442 CS 508 713

Williams, Geoffrey
The Future of Broadcasting in Britain. St. Catharine's Conference (Windsor, England, United Kingdom, November 1992). St. Catharine's Conference Report No. 35.
PUB DATE- Nov 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Audience Awareness; *Broadcast Industry; Foreign Countries; Futures (of Society); Governance; *Mass Media Role; *Public Television; *Technological Advancement
IDENTIFIERS- *British Broadcasting Corporation; England; United Kingdom

Reporting on a conference concerning the future of broadcasting in Britain, this paper addresses the two issues that dominated the conference: the future of the British Broadcasting Corporation, and the likely effects of technological change on broadcasting. The paper discusses: (1) what has changed in the broadcasting industry in England since the 1950s; (2) the west European perspective on changes in the broadcast industry; (3) implications of change for British broadcasting; (4) implications of change for British audiences; (5) the future of broadcasting; (6) the place of the BBC; and (7) questions and principles for the future. The paper notes that the government view was that public awareness of changes should be increased and that the current debate should be about the aims of public service broadcasting, while an alternative view was that the debate should center on the role of the BBC as a national institution. The paper also notes that BBC itself felt that its mission is to inform and educate, to reflect and enhance British culture, and to reflect what is happening in the rest of the world. (RS)

ED 375 522 EA 026 234

Mutchler, Sue E.; Pollard, Joyce S.

Linkages among Education, Health, and Social Services Systems in States That Are Creating New Governance Structures.

PUB DATE- Apr 94

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; Agency Role; Cooperative Planning; Elementary Secondary Education; Family Programs; *Governance; Health Services; Human Services; *Integrated Services; *School Community Relationship; *Shared Resources and Services; Social Agencies; *State Programs; State School District Relationship

As they work to develop integrated, community-driven service systems that meet the constellation of needs of children and families, several states are beginning to develop new governance structures at the local level. This paper describes the ways in which states are creating or supporting linkages among education, health, and human services. A conceptual framework is developed with the following themes: systemic policy change, local governance/empowerment, policy instruments, and resulting linkages. The paper uses the conceptual framework to briefly examine two state initiatives that have selected a mixture of policy instruments to create linkages among education, health, and social services. Arkansas' Families First is an initiative that loosely links the education, health, and human service systems. Kentucky's Family Resource Centers and Youth Services Centers offer a more tightly linked approach to systems integration. Finally, policy implementation can serve as an input for future policy development. (LMI)

ED 375 562 EC 303 399

National Council on Disability, Annual Report to the President
and the Congress of the United States. Volume 14. Fiscal Year
1993.

PUB DATE- 31 Mar 94
NOTE- 61p.; For volume 13, see ED 372 514.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); *Disabilities; Elementary Secondary Education; Federal Government; Federal Legislation; Financial Support; Health Insurance; Minority Groups; Natural Resources; *Normalization (Disabilities); *Policy Formation; *Public Policy; Special Education
IDENTIFIERS- Americans with Disabilities Act 1990; *National Council on Disability

This federally mandated report describes Fiscal Year 1993 activities of the National Council on Disability, which provides leadership in the development and evaluation of disability policy. The report states the mission of the Council and names of its members and staff. It provides synopses of research conferences, news conferences, testimony before Congress, and liaison with federal and international agencies. Recommendations from six reports published by the Council in 1993 are provided. The six reports concern the following: (1) implementation of the Americans with Disabilities Act; (2) the unique needs of minorities with disabilities; (3) financing assistive technology; (4) access to health insurance; (5) the impact of elementary and secondary education programs and special education for children with disabilities; and (6) wilderness accessibility. Appendixes to the report provide Council member and staff biographies and a publication list.

(JDD)

ED 375 600 EC 303 440

Silverman, Linda Kreger, Ed.
Valuing Parents.
PUB DATE- 93
NOTE- 20p.; In: Silverman, Linda Kreger, Ed.; Knopper, Dorothy, Ed. Understanding Our Gifted. Volume 6, Issues 1-6, September 1993-August 1994; see EC 303 439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; Elementary Secondary Education; *Gifted; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Student Needs

This theme issue on the role of parents in the education of their gifted children contains two feature articles. "'Pushy and Domineering': A Stigma Placed on Parents of Gifted Children," by Lynn C. Cole and Roxana M. DellaVecchia, examines how parents are perceived as "pushy and domineering" when they strongly advocate for appropriate education for their gifted children and explains that training, dialogue, and partnership are necessary to break the barriers separating teachers and parents. "Educating Educators," by Cathy Silva, chronicles the efforts of a mother to advocate for her highly gifted child in obtaining the special services he needed, by precisely defining and documenting the need and anticipating school responses. Regular columns in the journal discuss "parent bashing," the age-grade lockstep, creative books, empathy as a part of giftedness, the family as a sociological unit, instructional perspectives, literature resources, and images of giftedness in multicultural picture books. (JDD)

ED 375 682 FL 022 553

The 1993 Follow-Up Evaluation of the 1991-1992 Foreign Language Immersion Program (Revised). OER Report.

PUB DATE- 13 Sep 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Bilingual Teachers; College Second Language Programs; Elementary Secondary Education; Followup Studies; Higher Education; *Immersion Programs; *Inservice Teacher Education; *Intensive Language Courses; Language Skills; Program Effectiveness; Program Evaluation; Public Schools; *School Personnel; Skill Development; Teacher Certification
IDENTIFIERS- New York City Board of Education

A program to provide New York City public school personnel with intensive language training, so they could serve in license-shortage areas, is evaluated. The program provided access to 6-week language immersion courses at four higher education institutions to improve oral and written language skills. Those eligible were teachers, guidance counselors, education evaluators, school social workers, school psychologists, and other employees currently serving in a non-supervisory pedagogical position who had, at the outset, an intermediate level of second language proficiency. In exchange for tuition assistance, on successful completion of the language courses, participants were required to serve for a minimum of two years in a bilingual education position in an area of employee shortage. Evaluation of the program is described in this report. The program was found successful in increasing the number of non-supervisory pedagogical employees in bilingual positions: 89 percent of follow-up survey respondents obtained a bilingual position, and 95 percent obtained bilingual certification. Respondents rated most program aspects highly. Recommendations include: continuation of the program; modification of language laboratory and cultural activities to prepare graduates better for bilingual positions; and provision of training geared to teacher specialization. Eleven tables of study data are appended. (MSE)

ED 375 251   CE 067 374

Crawford, Clarence C.
Multiple Employment Training Programs. Basic Program Data Often Missing. Testimony before the Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 28 Sep 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Adult Basic Education; *Employment Programs; *Federal Programs; *Information Needs; *Job Training; Postsecondary Education; Program Effectiveness; Program Evaluation; *Vocational Education

According to the General Accounting Office (GAO), at least 154 programs administered by 14 federal departments/agencies provide approximately $25 billion in annual employment training assistance. The GAO reviewed 62 of those programs in December 1993, and a U.S. Senate committee requested basic information about 88 of the programs in June 1994. After analyzing information collected during both reviews, the GAO remained convinced that a major structural overhaul of the current employment training system is needed. Although complete program performance data was found for some program, the performance data available for many others had significant gaps in such data categories as funding levels, number of participants service, participant characteristics, and outcomes achieved (including employment-related placements). The GAO, therefore, recommended that Congress begin to hold employment and training program administrators accountable for the performance of their programs. The GAO further recommended that program administrators be required to shift the emphasis of their data collection efforts from activities-based data to data about the jobs and wages participants obtained after receiving program services and that outcome data be linked to data on services provided and/or participants' demographic characteristics. (Appended are proposed FY94 funding levels for federal employment and training programs by agencies and a list of 11 related GAO products.) (MN)

ED 375 270 CE 067 414

A Review of the Operations of the State Board of Independent Postsecondary Vocational, Technical, Trade, and Business Schools. Report 1.

PUB DATE- 93

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Postsecondary Education; *Proprietary Schools; *State Legislation; *State Licensing Boards; *State Standards; *Vocational Education; Vocational Schools

IDENTIFIERS- *Florida

A review was conducted of the operations of the State Board of Independent Postsecondary Vocational, Technical, Trade, and Business Schools in Florida. The review had the following aims: to determine the history of board action upon school closure and recommend changes to protect students adequately when their schools close; to examine the implementation issues regarding adoption of competencies for vocational programs; to determine if Florida law is sufficient to ensure that students benefit from their education programs; and to determine if any other issues need to be reviewed. Information was gathered through public meetings and written and oral opinions from persons within and outside the proprietary schools sector. Among the recommendations made as a result of the review were the following: (1) a set of standards for assessing programs should be created; (2) schools should administer a basic skills test to students before they enter their programs and refer those who do not pass them to other programs if they do not have the resources to serve such students; (3) records should show why and how a school closed, and procedures for ensuring that students receive the education they have paid for in the event of school closings should be set up; (4) a student bill of rights should be created; (5) common data elements should be included in the transcripts of all students from all the proprietary schools; (6) adequate fee structures that the schools pay to protect their students from school closures should be adopted; (7) degree requirements should be standardized; and (8) a plan should be made to update and maintain the board's data system. (Appendixes to the document include statutes governing the board; commission survey and results; and student protection plan, student complaints, and school closure data.) (KC)

ED 375 308 CE 067 476

School-to-Work Transition Programs. Report of the Department of Education to the Governor and the General Assembly of Virginia. Senate Document No. 7.
SPONS. AGENCY- Virginia State General Assembly, Richmond.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Educational Practices; *Education Work Relationship; Participant Characteristics; Postsecondary Education; Program Content; *Program Development; Records (Forms); Secondary Education; State Surveys; *Statewide Planning; Systems Approach; Teamwork; *Transitional Programs; *Vocational Education
IDENTIFIERS- *Virginia

A team of representatives of Virginia state agencies involved in career preparation and employment examined the development and establishment of school-to-work transition (SWT) programs in Virginia. The team conducted a literature review and analyzed 42 selected state programs. The 16 school-based programs primarily provided classroom instruction and simulated work experiences, whereas the 26 work-based programs provided the additional activities of job shadowing and short-term job tryouts. Only 17 programs were directed primarily toward special populations, including dropout, at-risk, and economically disadvantaged trainees. The following were deemed components of "promising" SWT programs: integration of work-based, school-based, and academic and occupational learning; linkage of secondary and postsecondary education; hands-on learning; measures connecting school and work curricula; diverse approaches to meeting local needs; and program designs including local employers as partners in the educational process. It was recommended that the Workforce Leadership Council appoint a team to plan the development of a statewide SWT system that would include career preparation services for all students. (The bibliography lists 30 references. Appended are the following: Virginia Senate resolution regarding SWT programs, glossary, and SWT program review guide form and matrix.) (MN)

ED 375 326 CE 067 519

Abrams, Leslie R.; Jones, Russell W.

The Contribution of Social Roles to Psychological Distress in Businesswomen.

PUB DATE- 15 Aug 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Business; Career Development; *Employed Parents; *Employed Women; Job Satisfaction; Life Satisfaction; *Role Conflict; *Role Perception; Self Actualization; *Stress Management; *Stress Variables

A study examined the relationship between the quality and number of domestic and work roles in businesswomen and psychological distress. The study attempted to answer the question: As the number of roles increases does distress increase? The study also considered what aspects of the roles elevate or diminish psychological distress. Following an extensive literature review that revealed contradictory findings about women, roles, and stress, information was gathered through a survey of 104 participants from the University of Chicago Women's Business Group. Participants completed a short survey designed to measure the dispositional characteristics of stress reaction; the rewards and concerns inherent within the roles of worker, partner, and parent; psychological distress; and demographics. Analysis of the scores on the research instruments showed that as the number of roles increased, the level of psychological distress decreased. The positive attributes of assuming multiple roles seemed to offset the pressures leading to psychological distress. This effect was assumed to result from the possibility that having multiple roles cushioned negative stress from any one of the roles. (Contains 56 references.) (KC)

ED 375 365 CG 025 789

Financial Aid for Students Counselors Guide: 1994-95 School Year.

PUB DATE- Oct 93
NOTE- 39p.; For student workbook, see ED 347 913.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; College Applicants; *Educational Finance; Eligibility; Financial Aid Applicants; *Financial Needs; Financial Support; Grants; Higher Education; Loan Repayment; Need Analysis (Student Financial Aid); *Paying for College; Scholarship Funds; Student Costs; *Student Financial Aid; Student Loan Programs; Student Needs; *Tuition
IDENTIFIERS- *California; California Student Aid Commission

This guide presents information in context with comprehensive eligibility, application, and benefit profiles of the student aid programs administered by the California Student Aid Commission. Used in conjunction with the Financial Aid for Students Workbook, this guide will help financial aid specialists provide students with updated information on California's major financial aid programs and application requirements. After summarizing California's student financial aid programs, the guide details the application process. Some of the topics covered include program and residency requirements, determining financial need, student aid telephone numbers, student dependency status, and tips on completing the Free Application for Federal Student Aid. The guide's largest section concentrates on grants, special programs, and loans. Some of the many programs examined here include the Cal Grants, state work-study programs, special loan programs (including federal loans), scholarships, refinancing and repayment options, and information on the California Student Opportunity and Access Program. In the back, college costs are summarized, a four-page bibliography lists publications on financial aid resources, and an order form is shown to request California Student Aid Commission Forms/Publications. (RJM)

ED 375 462 EA 026 145

Miller, Rima
What's a Plan without a Process? A Training Handbook for Staff Work Groups.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; *Cooperative Planning; Educational Planning; Elementary Secondary Education; Group Dynamics; Group Unity; *Participative Decision Making; *Problem Solving; *School Effectiveness; Teacher Administrator Relationship; *Teamwork
IDENTIFIERS- *Coordinating Councils; New Jersey Secondary School Development Program; School Effectiveness Training Program

The School Effectiveness Training Program (SET) and the Secondary School Development Program (SSDP) were school-improvement programs developed by the New Jersey Education Association (NJEA), a state teachers' organization, and Research for Better Schools (RBS), a regional educational laboratory. Coordinating councils played pivotal roles in both the SET Program and the SSDP. The councils, cooperating with the principal, were responsible for setting the program goals and objectives and establishing operational and procedural guidelines. Among the activities council members undertake are: collect data about conditions of the school; interpret and analyze data; set school improvement priorities; etc. In addition to performing a variety of functions, council members must work cooperatively and effectively in a variety of group settings. This handbook was developed to identify selected skills that would strengthen council members' interactional skills and problem-solving abilities. Sections focus on the following interrelated processes for educational change: team building, prioritizing, problem solving, planning, and analyzing implementation. Sample worksheets are included. (LMI)

ED 375 482　　　EA 026 183

Hess, G. Alfred, Jr.
Education in the 21st Century: A Model for Statewide Reform.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Change; Educational Improvement; Elementary Secondary Education; Performance; School Based Management; *State School District Relationship; Statewide Planning

This document outlines a community-based state school system that allows a large degree of local autonomy in exchange for heightened accountability for school performance. It highlights a model education platform for candidates in the 1994 election. A system of educational excellence for the 21st century would be performance-based, locally controlled, specialized to meet the needs of diverse student populations, adequately and equitably funded, integrated with other community services, and focused on successful transitions. It is recommended that a state task force on the elimination of mandates be established immediately to develop a plan for phasing out virtually all state controls on public school administration. State agencies should focus on developing the capacity to assess whether schools are meeting state standards, rather than on controlling how they meet state standards. In addition, a system of supports should be developed to help schools achieve. (LMI)

ED 375 543 EC 303 379

Wright, Nancy; Wendler, Cathy
Establishing Timing Limits for the New SAT for Students with Disabilities.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 4-8, 1994). For related document, see EC 303 378.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Aptitude Tests; *College Entrance Examinations; *Disabilities; Hearing Impairments; Higher Education; High Schools; High School Students; Learning Disabilities; Performance Factors; Physical Disabilities; Special Needs Students; *Test Length; *Timed Tests; Visual Impairments
IDENTIFIERS- *Scholastic Assessment Tests; *Testing Accommodations (Disabilities)

This paper reports the results of an SAT I field trial which examined test performance and efficiency of test timing for students with disabilities. A prototype SAT I test was administered to 1,113 students with disabilities in December 1992, in special formats and using special accommodations, to obtain information about the level of performance and amount of time used by students with hearing, learning, visual, and/or physical disabilities. The test was available in braille, large type, regular type, cassette tape, and reader's script versions. Students taking regular-type and large-type versions were given 1.5 times the standard amount of time for each section; other formats were given at least double the standard time per section. The great majority of students were able to complete the entire test sections, irrespective of test format. Math sections of the test displayed wider variation in completion rates by test format and by test section than did verbal sections. Verbal scores were lowest for students taking the script version and highest for those taking the regular type version. Math scores were lowest for students using the braille version and highest for those taking the regular type version. Results are compared to results of a spring field trial. (JDD)

ED 375 581 EC 303 421

Groce, Nora
The U.S. Role in International Disability Activities: A History and a Look towards the Future.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 175p.; This study is a product of the International Disability Exchanges and Studies (IDEAS) Project and the International Exchange of Experts and Information in Rehabilitation. Photographs may not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Biographies; *Disabilities; Futures (of Society); *International Cooperation; International Organizations; *International Programs; Interviews; Oral History; Professional Education; *Rehabilitation; *Social History
IDENTIFIERS- United States

This study presents an introduction to U.S. involvement in the field of international rehabilitation and disability. Oral history interviews were conducted with 21 "distinguished elders" in the field, an oral history conference with 18 of the elders was held and documented, and written sources were reviewed. The study includes: (1) a history of the field (Chapters I, II and III); (2) a compilation of recommendations for the future based upon the ideas and suggestions of the distinguished elders;" (Chapter IV) and (3) a series of short biographies of the 21 "distinguished elders." The history begins with the passage of the Poor Relief Act of 1601 in England, which was American law during the colonies' existence, and continues through 1990 addressing: governmental policies, public attitudes, international exchange of ideas, technological advancements, effects of wars, disability rights, development of rehabilitation centers, and efforts of international organizations. In chapter IV the recommendations focus on improved national coordination efforts, training of personnel, and international cooperation. Brief biographies are then presented of Bell Greve, Henry H. Kessler, Howard Rusk, and Mary Switzer. Following this, biographies of the "distinguished elders" are presented: Norman Acton; Irving Blumberg; Elizabeth Monroe Boggs; James Burress; Francis Connor; Gunnar and Rosemary Dybwad; Herman J. Flax; William Gallagher; Mervin Garrettson; James Garrett; Ignacy Goldberg; Joseph LaRocca; Virginia Grace (Gini) Laurie; Romaine Pryor Mackie; William P. McCahill; Harold John Russell; Henry Viscardi, Jr.; Helen Payne Wilshire Walsh; Dorothy Warms; Harold Wilke; and Donald Von Stein Wilson. (Contains 59 references.) (JDD)

ED 375 620 FL 022 450

Armstrong, Kimberly M.; Yetter-Vassot, Cindy

Action, Interaction, and Reaction: The Video Camera and the FL Classroom.

PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Journalism; *Classroom Communication; *Communicative Competence (Languages); Fairy Tales; Folk Culture; Higher Education; Instructional Materials; News Reporting; Second Language Instruction; *Second Language Learning; Small Group Instruction; *Student Developed Materials; Student Projects; *Videotape Recordings
IDENTIFIERS- *Authentic Materials

Uses of pre-recorded and student-generated videotape recordings in the foreign language (FL) classroom are described and discussed from the perspective of their utility in helping students achieve target language communicative competence. It is suggested that viewing authentic video materials provides an opportunity to observe extralinguistic elements (distance, body language, vocalization patterns) necessary for successful communication. Developing their own videos allows students to transform this and other "passive" knowledge into active communication. In creating and producing videos, students must first decide which actions must be performed, interact to carry them out, and finally, react to one another in communicating their message. Student-generated video projects can take many forms and be adapted for use with different levels of language, civilization, and literature classes. In small groups (3-4 people), students work out topic details, distribute the workload, and plan out-of-class meetings. Three successful video projects are described: (1) use of authentic French television news broadcasts as a model for student news broadcasts; (2) writing, production, and filming of a version of a traditional fairy tale; and (3) student performance of some type of communicative activity. Evaluation, debriefing, and written peer critiques are explained. Contains 20 references. (MSE)

ED 375 641 FL 022 479

Genesee, Fred, Ed.
Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community.
PUB DATE- 94
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; *English (Second Language); Foreign Countries; *Holistic Approach; Immigrants; Literacy; Parent School Relationship; Preschool Education; *School Community Relationship; School Role; *Second Language Instruction; Second Language Learning; Socialization; Special Education; Special Needs Students; Student Evaluation; Whole Language Approach

This collection of 13 papers addresses the education of English-as-a-Second-Language (ESL) children at the preschool and elementary school level, focusing on the role of the school, curriculum, and community in second language acquisition. The papers are: (1) "Language, Culture, and Schooling" (Denise McKeon); (2) "Knowledge, Power, and Identity in Teaching English as a Second Language" (Jim Cummins); (3) "Interactions Between Parents and Children in Bilingual Families" (Naomi S. Goodz); (4) "Language Socialization in Ethnic Minority Communities" (Cindy Pease-Alvarez and Olga Vasquez); (5) "English as a Second Language in Preschool Programs" (Patton O. Tabors and Catherine E. Snow); (6) "Literacy Development of Second Language Children" (Sarah Hudelson); (7) "Teaching Content Through a Second Language" (Mimi Met); (8) "Grouping Strategies for Second Language Learners" (Donna M. Johnson); (9) "Classroom-Based Assessment" (Fred Genesee and Else V. Hamayan); (10) "Special Education Needs of Second Language Students" (Nancy Cloud); (11) "Language Development of Low-Literacy Students" (Else V. Hamayan); (12) "Social Integration of Immigrant and Refugee Children" (Elizabeth Coelho); and (13) "Putting It All Together" (Jean Handscombe). Each paper contains a reference list. (MDM)

ED 375 661 FL 022 509

Eastmond, J. Nicholls; And Others

The Distance Education French Project. Evaluation Reports 1 and 2.

PUB DATE- Jul 94

NOTE- 76p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Attitudes; Audiotape Recordings; *College Second Language Programs; Computer Software; Course Evaluation; Curriculum Evaluation; *Distance Education; Evaluation Methods; *French; Higher Education; Institutional Research; *Instructional Material Evaluation; Interviews; Research Methodology; Second Language Learning; *Student Attitudes; Surveys; Textbook Evaluation

IDENTIFIERS- Site Visits; Utah State University

The evaluation of Utah State University's distance education course in French as a second language consists of two separate reports, one of the instructional materials used and the other based on a later site visit. Evaluation of instructional materials focuses on a commercially available textbook and related student workbook and audio tapes, an enhanced syllabus, lecture-based audiotapes, and computer programs. Methods included review of the materials, analysis of project records and reports, and a telephone survey of eight students registered in the class. Evaluation methodology is detailed in an introductory section. Results of the evaluation are then summarized separately for each of the evaluation components. It is concluded that overall, the course provides effective, well-organized instruction. Specific recommendations for improvement are offered. A list of references, the telephone survey instrument, and names of students involved in the evaluation are appended. The site visit report consists of results of face-to-face interviews with program coordinators and students and observations of participating students at two sites. Results indicate significant differences between the sites in retention and student involvement, possibly due in part to communication problems. Recommendations for improvement are made. The two interview instruments used are appended. Contains three references. (MSE)

ED 375 289 CE 067 446

An Analysis of the Adequacy and Effectiveness of the Job Training Partnership Act and Occupational Education Programs in Nevada.
PUB DATE- Apr 93

NOTE- 29p.; Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Coordination; Educational Demand; Educational Legislation; Educational Opportunities; Educational Planning; Educational Supply; Federal Legislation; Federal Programs; Information Needs; *Job Training; Needs Assessment; Partnerships in Education; Postsecondary Education; *Program Effectiveness; *Program Improvement; Secondary Education; Special Needs Students; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Job Training Partnership Act 1982; *Nevada

A study of the adequacy and effectiveness of Job Training Partnership Act (JTPA) and occupational education (OE) programs in Nevada focused on overall program adequacy, the effectiveness of OE and job training (JT), and ways of improving OE at the secondary and postsecondary levels. The study established that, as of 1992, Nevada's OE and JT systems had the capacity to train approximately 12,500 individuals, which was approximately 19,000 fewer than the number of available jobs. Major overlaps in OE and JTPA services and clientele were identified. It was concluded that, although increased testing, recordkeeping, and remediation for JTPA clients has significantly reduced the number of individuals served, JTPA's effectiveness for those who are served has increased. Among the recommendations were the following: (1) high quality youth intern-based programs should be developed for secondary students in cooperation with organized labor and existing apprenticeship boards; (2) Perkins Act funds should be used to develop programs to address the needs of in-school youth, potential dropouts, and students with disabilities; and (3) collection/verification of data regarding enrollments, outcomes, and compliance with Perkins Act provisions regarding disabled students should be improved at the secondary and postsecondary levels. (Contains 15 references.) (MN)

ED 375 346 CG 025 676

Emil, Carla
Strengthening the Self-Esteem of Adolescent Girls within the Public School System.
PUB DATE- May 93
NOTE- 28p.; Master's Thesis, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; *Females; *Public Schools; Public School Teachers; School Personnel; Secondary Education; *Secondary School Students; Self Concept; *Self Esteem; *Sex Bias; Sex Differences; Sex Discrimination; Single Sex Schools; Student Alienation; Student Characteristics; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- California (San Francisco Bay Area)

Although schools should be places which boost children's self-esteem, they usually play an important part in damaging the self-esteem of their female students through various forms of gender bias. This study explored how public coeducational schools can strengthen the self-esteem of girls in grades 7-12. Twenty subjects, all of them female, Caucasian, and middle or upper-middle class, participated in the study; 10 female students and 10 teachers and staff members. The researcher met with subjects individually and then analyzed the subjects' responses as to how schools can improve girls' self-esteem. Results indicate a need for teacher and staff training for awareness and skills, as well as curriculum reform, to strengthen girls' self-esteem. The interviews reinforced previous research which found that public coeducational schools are not addressing the issue of gender bias and that girls will not receive an equitable education until these inequities are resolved. Unlike educators in girls' schools, teachers and staff at the public coeducational schools were not focused on gender issues in their schools or classrooms. Schools will have to commit more than superficial resources to teacher training if they are sincere in their efforts to strengthen the self-esteem of their female students. Contains 11 references. (RJM)

ED 375 385 CS 011 860

Cambourne, Brian, Ed.; Turbill, Jan, Ed.
Responsive Evaluation: Making Valid Judgments about Student Literacy.
PUB DATE- 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Environment; Classroom Research; *Classroom Techniques; Elementary Education; Evaluation Methods; *Evaluation Problems; *Literacy; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; Authentic Assessment; *Responsive Evaluation; Teacher Empowerment

Noting that issues of assessing and evaluating learning and teaching have become a dominant concern in recent years, this book describes the journey of a group of classroom teachers, administrators, and researchers as they addressed the issues of evaluation and assessment. The book details the results of a collaborative project undertaken in Australia by the aforementioned group. The book outlines the principles of responsive learning that provide teachers in literacy classrooms with a theoretical framework of evaluation to help them interpret the information they collect in consistent and coherent ways. Essays in the book are: (1) "Why Is Evaluation of Learning Such a 'Hot' Issue? What's the Problem?" (Brian Cambourne); (2) "Getting a Nut and Bolt with the Same Thread: Matching Evaluation Theory with Language Learning Theory" (Jan Turbill); (3) "What We Found Out from the Research Project" (Brian Cambourne and Jan Turbill); (4) "Making Beliefs Explicit: One Teacher's Journey" (Vonne Mathie); (5) "Organising the Classroom for Responsive Evaluation: Getting Started K-3" (Janelle Graham); (6) "Organising the Classroom for Responsive Evaluation: Pushing Ahead in Years 3-6" (Nyla Sims); (7) "Children as Evaluators: Understanding Evaluation from the Inside" (Maxine Green); (8) "Interpreting Data: How Do We Make Sense of What We Collect?" (Brian Cambourne and others); (9) "Creating a Community of Learners for Change" (Roy Williams); (10) "Collaborating on Assessment: Changing the Culture of Assessment and Evaluation" (Stan Warren); (11) "Teacher Empowerment: Evaluation in the Hands of Teachers" (John Bladen); and (12) "Yes, But How Do We Make Assessment and Evaluation 'Scientific'?" (Brian Cambourne and others). (RS)

ED 375 404   CS 214 544

Yancey, Kathleen Blake, Ed.
Voices on Voice: Perspectives, Definitions, Inquiry.
PUB DATE- 94
NOTE- 387p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cultural Context; Deafness; Higher Education; Literary Devices; Oral Tradition; Personal Narratives; *Rhetoric; *Self Expression; Undergraduate Students; *Writing (Composition)
IDENTIFIERS- *Author Text Relationship; Personal Writing; Rhetorical Stance; *Voice (Rhetoric)

This collection of essays approaches "voice" as a means of expression that lives in the interactions of writers, readers, and language, and examines the conceptualizations of voice within the oral rhetorical and expressionist traditions, and the notion of voice as both a singular and plural phenomenon. An explanatory introduction by the editor is followed by 19 essays: (1) "What Do We Mean When We Talk about Voice in Texts?" (Peter Elbow); (2) "Claiming My Voice" (Toby Fulwiler); (3) "Coming to Voice" (Gail Summerskill Cummins); (4) "Affect and Effect in Voice" (Doug Minnerly); (5) "Technical Texts/Personal Voice: Intersections and Crossed Purposes" (Nancy Allen and Deborah S. Bosley); (6) "Voices in the News" (Meg Morgan); (7) "The Chameleon 'I': On Voice and Personality in the Personal Essay" (Carl H. Klaus); (8) "The Difference It Makes to Speak: The Voice of Authority in Joan Didion" (Laura Julier); (9) "Teaching Voice" (Margaret K. Woodworth); (10) "Classroom Voices" (Paula Gillespie); (11) "Voice as Muse, Message, and Medium: The Views of Deaf College Students" (John A. Albertini and others); (12) "Varieties of the 'Other': Voice and Native American Culture" (Tom Carr); (13) "East Asian Voices and the Expression of Cultural Ethos" (John H. Powers and Gwendolyn Gong); (14) "Voice and the Naming of Woman" (Susan Brown Carlton); (15) "Voicing the Self: Toward a Pedagogy of Resistance in a Postmodern Age" (Randall R. Freisinger); (16) "The Virtual Voice of Network Culture" (Mark Zamierowski); (17) "Concluding the Text: Notes toward a Theory and the Practice of Voice" (Kathleen Blake Yancey and Michael Spooner); and (18) "An Annotated and Collective Bibliography of Voice: Soundings from the Voices Within" (Peter Elbow and Kathleen Blake Yancey). (NKA)

ED 375 423 CS 214 573

Barkley, Mary

Taking it Personally: Using Literature To Stimulate and Sustain Research.

PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Freshman Composition; Higher Education; Interests; *Research Papers (Students); *Student Motivation; Student Needs
IDENTIFIERS- *Kingston (Maxine Hong); Meaningfulness; *Response to Literature; University of Tulsa OK; Writing Contexts

Literature can bring meaning to student research. When students read they develop connections to characters. They care; they empathize; they recognize the issues that face characters' lives, and they develop beliefs about those issues. Students' new feelings and beliefs motivate them to conduct research related to those issues and sustain them through research. In the same way that students have an emotional response to their personal experience, students also have an emotional response to literature. At the University of Tulsa this translates into meaningful research in the first-year writing course. Maxine Hong Kingston's "Woman Warrior" not only engages students imaginatively, but also introduces a range of issues from Chinese cultural practices such as foot binding to women's issues in this country that are suitable research topics. Further, once students are motivated to begin their research, the text provides an effective context for teaching analysis and argument, two skills necessary for writing a research paper. As the narrator of "Woman Warrior" is engaged in an analysis of her life, the book models a kind of thinking relevant to student researchers. Kingston's theses are elusive; to understand her text therefore students must analyze its components to understand its implicit unity. Faced with the components that they have gathered throughout their research--notecards, notes, and duplicated pages--students analyze the implicit connections among pieces of information. Finally, Kingston's text demonstrates arguments between competing views, i.e., Chinese and American identity. (TB)

ED 375 443 CS 508 715

Abu Hassan, Musa
Media Selection for Agricultural Knowledge Transfer: The Malaysian Experience.
PUB DATE- Aug 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Adult Farmer Education; Audience Awareness; *Development Communication; Educational Media; Extension Agents; Foreign Countries; Information Transfer; Mass Media; Media Research; *Media Selection; Rural Education; Surveys
IDENTIFIERS- *Malaysia

A study examined the ways in which the staffs of communication units in agricultural extension agencies in Malaysia select media to transfer knowledge to their clients. A survey method of data collection was employed, whereby 95 staff of communication units from 11 development agencies were asked to respond to self-administered questionnaires. Mostly closed-ended questions and ratings of items for frequency and applicability on a scale of 1 to 7 were employed. Results indicated that: (1) respondents regarded actual objects as best in knowledge transfer activities, followed by media that conveyed reality with a high degree of fidelity; (2) the media for instruction were considered somewhat different from media for campaigns; and (3) audience characteristics, purpose of communication, audience media preference, and time given to complete the media were the selection elements (in descending order) considered important in the media selection process. (Contains 22 references and three tables of data.) (Author/RS)

ED 375 502 EA 026 206

Levin, Henry M.; Chasin, Gene
Thomas Edison Accelerated Elementary School.
PUB DATE- Mar 94
NOTE- 30p.; Article prepared for the Yearbook of the National Society for the Study of Education: Creating New Educational Communities, Schools, and Classrooms Where All Children Can Be Smart (94th, Chicago, University of Chicago Press, forthcoming).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *High Risk Students; Minority Groups; *Participative Decision Making; Program Development; Program Effectiveness; *School Restructuring
IDENTIFIERS- *Accelerated Schools; *Sacramento City Unified School District CA

This paper describes early outcomes of a Sacramento, California, elementary school that participated in the Accelerated Schools Project. The school, which serves many minority and poor students, began training for the project in 1992. Accelerated Schools were designed to advance the learning rate of students through a gifted and talented approach, rather than slowing it through remedial instruction. The project is based on the following principles: (1) bringing all children into the mainstream; (2) empowering the school site; and (3) building on strengths. After approximately one and one-half years, decision making in the school had shifted to the cadres (small advisory/planning groups), the steering committee, and the school as a whole. Regular meetings and an inquiry process were under way, and faculty collaboration increased. The school's unusually rapid transformation is attributed to its high level of readiness and strong leadership. Other project outcomes included increased enrollment, decreased student suspensions and absences, and improved standardized test scores. Extensive notes contain reference materials. (LMI)

ED 375 601 EC 303 441

Silverman, Linda Kreger, Ed.
Excellence Revisited.
PUB DATE- 93
NOTE- 20p.; In: Silverman, Linda Kreger, Ed.; Knopper, Dorothy, Ed. Understanding Our Gifted. Volume 6, Issues 1-6, September 1993-August 1994; see EC 303 439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; Elementary Secondary Education; *Excellence in Education; *Gifted; High Risk Students; *Special Classes; *Student Development
IDENTIFIERS- Rockwood School District MO

Excellence in education of gifted children is the focus of this journal theme issue. Two articles are featured: (1) "Making Connections for the At-Risk Gifted Child" by Mary Kay Finholt and Kathy Peckron, describing an exemplary support system developed for at-risk gifted students in the Rockwood School District in Missouri, which provides attention to the child's gifts and interests, is structured so that the student is directed towards controlling his/her own progress and decisions, involves and supports the parents, and provides an advocate for the student; and (2) "Positive Aspects of Full-Time Programming" by Mary F. Toll, which provides a rationale for full-time programs for gifted students, based on their success in Florida, and points out that gifted students require programming commensurate with their abilities, need to be challenged, need to understand their giftedness, and need to be understood by others. John Feldhusen contributes a rejoinder to Rick Ronvik's earlier article on re-examining the foundations of giftedness. In it he discusses conceptions of the term "talent" and contends that matching youth with curriculum and instruction negates the need for either acceleration or enrichment. Regular columns discuss the written language, helping children trust themselves, instructional perspectives, literature resources, emotional development, discrimination against excellence, and asynchronous development. (JDD)

ED 375 701 HE 027 785

Pace, C. Robert
The Undergraduates: A Report of Their Activities and Progress in College in the 1980's.
PUB DATE- 90
NOTE- 164p.
LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Experience; Higher Education; Institutional Characteristics; National Surveys; Reading Habits; *Student Attitudes; Student Behavior; *Student Characteristics; Study Habits; *Undergraduate Students; *Undergraduate Study
IDENTIFIERS- *College Student Experiences Questionnaire

This book reports the findings of a national survey of college student experiences in the 1980s, particularly focusing on what students do and what they perceive to have gained from their college experience. Data for this book are from the responses of 24,427 undergraduates from 74 colleges and universities to the "College Student Experiences Questionnaire" (CSEQ). The first two chapters introduce issues and describe the study. Twelve chapters analyze and discuss the data on: (1) types of colleges and their similarities and differences; (2) activities common to diverse types of colleges; (3) different experiences at different colleges; (4) student perceptions of their progress; (5) campus and curriculum characteristics; (6) student experiences year by year during their college tenure; (7) influence of age, gender, and ethnicity; (8) time spent on reading, writing, and study; (9) characteristics of the one third of students who are disengaged; (10) relationships between student effort and attainment; (11) student diversity and student development; and (12) current criticism of higher education. Major conclusions of the study are that the selective liberal arts colleges are uniquely powerful environments for student learning and development and that, for other types of institutions, there are few differences in student activities or outcomes that can be attributed to institution type. Contains a copy of the CSEQ. (JB)

ED 375 523 EA 026 235

Brown, Don; Thomson, Charlotte
Changing High Schools.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the International Conference of
the International Association for the Study of Cooperation in

ED 375 252 CE 067 376

Parjanen, Matti, Ed.; And Others

Outside the Golden Gate: Prospects and Comparisons in Finnish Adult Higher Education.

PUB DATE- 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- *Adult Education; Comparative Analysis; *Educational Objectives; *Educational Policy; *Educational Practices; Education Work Relationship; Financial Support; Foreign Countries; *Higher Education; Political Influences; *Professional Continuing Education; Role of Education; Socioeconomic Influences; Values
IDENTIFIERS- Canada; Europe; *Finland; Ireland; United Kingdom

This book contains four articles on adult higher education (AHE) in Finland. In the preface, Matti Parjanen outlines the development of AHE in Finland and discusses the rationale for the book. In "Adult Education and Universities in the Era of Economic Depression," Osmo Kivinen and Risto Rinne examine the dilemma between the mission of the university and the ever-expanding higher education (HE) system against the backdrop of the deep economic depression that currently exists in the Nordic countries. Reijo Raivola discusses the following topics in "Adult Education in the New Europe": areas of emphasis of European adult education; the search for a common starting place in educational policy; emphasis on the importance of education in the Maastricht Treaty; points of departure for educational policy, goals, and means of implementation; and adult education in a united Europe. In "Continuing Higher Education in Canada, Finland, and the United Kingdom," Malcolm Tight focuses on the relationship between continuing education and HE, changing HE systems, and alternative forms of continuing HE in each country. Matti Parjanen considers societal factors, values, and national identity in his comparison of AHE in Finland and Ireland titled "Adult Higher Education on the Peripheries of Europe, in Finland and Ireland." (MN)

ED 375 366 CG 025 790

Andrews, Judy A.; And Others
Explaining the Relation between Academic Motivation and Substance Use: Effects of Family Relationships and Self Esteem.
PUB DATE- Feb 94
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (San Diego, CA, February 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adolescents; Alcohol Abuse; Children; Elementary Secondary Education; *Family Relationship; Family School Relationship; Family Status; *Learning Motivation; Marijuana; *Self Esteem; Smoking; Student Development; *Student Motivation; *Substance Abuse

The inverse relation between academic motivation and substance use has been well established, but the direction of the influence remains to be specified; two possible influences are the mediating and moderating effects of family relationships and self-esteem. In this study, investigators used General Estimating Equation (GEE) models based on data from four annual assessments of adolescents, 12 to 16 years of age. The adolescents' mothers were included in the study. Families were recruited from moderate-sized northwestern urban areas; 91.7 percent of the participants were Caucasian. The results suggest that substance use leads to a decrease in academic motivation one year later. However, the data did not support a direct path of academic motivation to substance use, as researchers found mediating effects for alcohol use and moderating effects for cigarette and marijuana use for both males and females. A somewhat surprising result was that for boys and older girls, good family relationships increased the inverse effect of academic motivation on marijuana use. This may be due to the additional pressures that parents from families with good relationships place on their children for academic success. Eight tables present the statistical summaries for this study. Contains 24 references. (RJM)

ED 375 483 EA 026 184

Visscher, Adrie J.

A Fundamental Methodology for Designing Management Information Systems for Schools.

PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer System Design; *Database Management Systems; Foreign Countries; Information Dissemination; *Information Management; *Information Systems; Information Utilization; *Management Information Systems; Secondary Education; *Systems Development
IDENTIFIERS- *Netherlands; *School Information Management Systems

Computer-assisted school information systems (SISs) are developed and used worldwide; however, the literature on strategies for their design and development is lacking. This paper presents the features of a fundamental approach to systems design that proved to be successful when developing SCHOLIS, a computer-assisted SIS for Dutch secondary schools. The SCHOLIS strategy concentrates on the following elements of object system modeling, data modeling, and function modeling: activity analysis, object analysis, and function analysis. The SCHOLIS strategy involved seven stages: (1) constructing the hypothetical reference models; (2) testing reference models in project schools; (3) formulating elementary draft activities; (4) verifying draft elementary activities; (5) towards a SIS framework; (6) collecting feedback of the final framework; and (7) defining the final framework. The fundamental strategy described in this article proved to be labor-intensive but successful. It helped meet the following goals: (1) development of a future school information system which can give all possible and meaningful support to school staff and that probably will have a long life-cycle; (2) integration of all subsystems in one school information system which enables single entry and multiple use of data as well as investigating relations between all database elements; and (3) design and development of a system with a high acceptation probability. Five figures are included. Contains 18 references. (LMI)

Education (8th, Portland, OR, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Foreign Countries; *High Schools; Instructional Improvement; *Learning Strategies; *Peer Teaching; Self Directed Groups; *Staff Development; Student Participation; Teacher Influence; *Teacher Participation
IDENTIFIERS- *New Zealand

Since the restructuring of education in New Zealand in 1989, a new curriculum framework has been developed. This framework emphasizes the thinking, problem-solving, and group skills processes. This paper traces the growth of a strategic approach to teaching and learning in New Zealand, with a focus on cooperative learning. It describes findings of a study that designed and assessed a staff development program implemented in two secondary New Zealand schools. Data were obtained from on-site observations, teacher and student questionnaires, and principal interviews. The program model was participant-driven, in which teachers chose teaching strategies and controlled the pace and development. A significant outcome was an almost total teacher commitment to cooperative learning. Teachers and students moved from an individualistic, competitive goal orientation to a collaborative and supportive one. This is noteworthy because New Zealand schools are particularly competitive; at the sixth form, students compete for a preset number of grades. Any assistance they give their peers could potentially reduce their own grades. Students did, however, use the groups to enhance their individual performances, as well as to teach cooperative skills and encode new learning material. Future plans to implement the program within clusters of neighboring schools are described. Contains 23 references. (LMI)

ED 375 563 EC 303 400

New Opportunities for Collaboration: A Policy and Implementation Resource and Training Manual for the Head Start Regulations for Children with Disabilities.
PUB DATE- May 94
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Educational Policy; Family Programs; *Federal Regulation; Preschool Education; *Program Development; Program Implementation; School Districts; *Standards; State Departments of Education
IDENTIFIERS- *Head Start Program Performance Standards; Individuals with Disabilities Education Act Part B; *Project Head Start

Federal regulations have set forth specific performance standards for the provision of services for children with disabilities in Head Start programs. These regulations provide state and local education agencies and Head Start grantees with unique opportunities to collaborate to provide comprehensive, family-centered, and appropriate services to young children with disabilities and their families. This manual was developed to assist state and local communities in adopting policies for providing collaboration between Head Start and the Individuals with Disabilities Education Act (IDEA) Part B programs for young children and their families. The manual contains a four-page "Fact Sheet" highlighting major provisions of the new regulations and a two-page "Questions and Answers" section, which can both be used as training handouts. It offers a set of over 20 training transparency masters. The Head Start regulations and IDEA Part B regulations are then compared side-by-side. Head Start performance standards related to regulations for children with disabilities are presented, with guidance for Head Start grantees and delegate agencies. The manual concludes with a list of regional Head Start offices, resource access projects, state directors of special education, and other organizational resources. (JDD)

ED 375 662 FL 022 510

Odumuh, Adama Emmanuel
Towards a Dynamic Educational System for Change and Progress: Language Policy and Praxis in Educational Development in Nigeria.

PUB DATE- Sep 94
NOTE- 22p.; Paper presented at the Conference on "Nigeria: The Youths in the 21st Century" (Abuja, Nigeria, September 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational History; *Educational Policy; Foreign Countries; Language of Instruction; *Language Role; *Literacy Education; Native Language Instruction; Politics of Education; *Public Education; *Public Policy
IDENTIFIERS- *Nigeria

A discussion of the current state of education in Nigeria looks at two systems of education introduced in different post-colonial administrations (universal primary education and the 6/3/3/4-year scheme) and examines language policy in education, particularly the provisions concerning use of native language as the medium of instruction under the latter system. The discussion focuses on whether the current policy fosters an educational system that can bring about change and progress by ensuring stable policy, efficient public service, rule of law, and accelerated and sustained economic development. A brief history of Nigerian education is provided. Political, economic, and social factors in the rise and subsequent decline of education, particularly for literacy, are outlined, including inadequacy of instructional materials, shortage of science and technical equipment, deferred maintenance of schools, teacher shortage in technical subjects, policy formation/implementation gap, inadequate resources in many areas to keep up with enrollment gains, underfunding, placement of responsibility for education on local government, inadequate job opportunities, and use of the vernacular as medium of instruction. The importance of addressing these problems as Nigeria struggles to catch up with more developed nations is emphasized. (MSE)

ED 375 683 FL 022 573

Belyazid, Fatima Zahra, Ed.; And Others
Actes des 8e Journees de linguistique (1994) (Proceedings of the Eighth Linguistics Days (March 24-25, 1994)).
PUB DATE- 94
NOTE- 183p.; Colloquium, organized by the Association des etudiants diplomes inscrits en langues et linguistique (AEDILL).
LANGUAGE- French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; African Languages; Bilingual Education; Child Language; Code Switching (Language); Computer Assisted Instruction; Computer Oriented Programs; Computer Software; *Discourse Analysis; Editing; English; Foreign Countries; Form Classes (Languages); French; *Grammar; Interviews; Language Planning; Language Research; *Language Variation; Lexicology; *Linguistic Borrowing; Linguistic Theory; News Reporting; Oral Language; Phonology; Portuguese; Regional Dialects; Religion; Research Methodology; Sociolinguistics; Spanish; Specialization; Tenses (Grammar); *Translation; Uncommonly Taught Languages; Verbs; Vocabulary; Vowels
IDENTIFIERS- Acadia; Africa; *Canada; Clitics; *French (Canadian); Ontario; Quebec; Quebec (Montreal)

Thirty-five papers, all but one in French, presented at the conference on research in linguistics are presented here. Topics include: verb tenses in English; computerized text analysis program; study of specialized terminology; court translation in Canada; subject-verb agreement in English; bilingual editing; swearing with religious words; language of news reporting; French-Brazilian Portuguese word borrowing; bilingual education; use of the term "OK" in Montreal French; attributive function of transitive verbs; language planning in Africa; terminology in translation; descriptive vs. prescriptive linguistics (in English); recording laughter and closure in a sociolinguistic interview; clitics; vowels in Quebec French; analyzing oral spontaneous discourse; French verb value; code-switching in Ontario; Acadian child and adolescent language; the cluster condition in Spanish; nasal vowels in Kinyarwanda; variability as a functional element in communication; the vocabulary of computer-assisted instruction; language rhythm in Quebec French; practical problems in linguistic research methodology; North American English borrowing from Canadian French. Most papers contain references. (MSE)

ED 375 271 CE 067 415

Caffarella, Rosemary S.
Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers. The Jossey-Bass Higher and Adult Education Series. First Edition.
PUB DATE- 94
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Learning; *Adult Programs; Adult Students; Budgeting; *Cooperative Planning; Coordination; Decision Making; Educational Objectives; Educational Planning; Evaluation Methods; Facility Planning; Information Dissemination; *Instructional Development; Interaction; Marketing; Models; Needs Assessment; *Program Development; Program Evaluation; Scheduling; Transfer of Training

This guide for developing programs for adult learners is called "interactive" because it involves cooperation among planners, organizational sponsors, and program participants. The following are among the topics covered in the guide's 14 chapters: understanding the program planning enterprise (who plans programs and how); using the interactive program planning model (identifying personal beliefs, developing upfront assumptions, deciding which planning model components to use, making ethical decisions in program planning); establishing a basis for the planning process; identifying program ideas (knowing goals, generating new program ideas, using program ideas); sorting and prioritizing program ideas (determining priorities and considering alternative interventions); developing program objectives (defining and constructing program objectives and using them as checkpoints); preparing for the transfer of learning; formulating evaluation plans (systemic program evaluation, informal and unplanned evaluation opportunities, collecting/analyzing data, examining program failures, formulating recommendations); determining formats, schedules, and staff needs; preparing budgets and marketing plans; designing instructional plans (developing learning objectives, selecting/sequencing content, selecting instructional techniques, assembling instructional materials, preparing for instructional evaluation, and making instructional plans work); coordinating facilities and on-site events; and communicating a program's value. The book contains 8 figures, 6 tables, 51 exhibits, and 192 references. All chapters except the second contain applications exercises. (MN)

ED 375 327   CE 067 521

Service and Joint Training: Lessons Learned from Recent Conflicts. Hearing before the Military Forces and Personnel Subcommittee of the Committee on Armed Services. House of Representativess, One Hundred Third Congress, Second Session.
PUB DATE- 10 Mar 94
NOTE- 62p.; H.A.S.C. No. 103-43.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Armed Forces; *Educational Improvement; *Educational Needs; Educational Trends; Military Personnel; *Military Training; *On the Job Training; *Training Methods
IDENTIFIERS- Congress 103rd

This document contains the oral and written statements of persons whose testimony was presented before a Congressional hearing on training lessons learned from recent military conflicts. Principal witness was Mark E. Gebicke, Director of Military Operations and Capabilities Issues, National Security and International Affairs Division, U.S. General Accounting Office. The testimony stated the following: (1) training of Active Duty forces is a never-ending process; (2) joint training and operations are receiving increasing emphasis; (3) simulation technology offers significant new ways to enhance training; (4) determining the right amount to spend on training is much more complex than it seems; and (5) training of Reserve component combat forces, particularly in the Army, poses a much greater challenge than the training of Active Duty forces. All of these issues are interrelated. (KC)

ED 375 463 EA 026 147

Conversations on Excellence in Education. The 1983-84 Secondary School Recognition Program. A Regional Leadership Conference (Rosemont, Pennsylvania, May 11, 1985).

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 11 May 85

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Improvement; Educational Quality; *Excellence in Education; Outcomes of Education; *Program Effectiveness; *School Effectiveness; *Secondary Education

IDENTIFIERS- *Secondary School Recognition Program

This document provides descriptions of 23 exemplary schools chosen for recognition by the Secondary School Recognition Program (SSRP) in 1985. The schools, from the mid-Atlantic region of the United States (District of Columbia, Maryland, New Jersey, and Pennsylvania), were featured at the 1985 conference, "Conversations on Excellence in Education," organized by Research for Better Schools (RBS). The 23 schools demonstrated high levels of success in meeting their students' needs and exhibited achievement in the following areas: leadership, staff relationships, communications, school climate, curricula, instruction, parent involvement, program consistency, and coordination. The highlights and future plans of each school's program are described. (LMI)

ED 375 621 FL 022 452

Underwood, Karen; Brunner, Anita
Evaluation of Programs for Limited English Proficient Students, Fiscal Year 1993 (School Year 1992-1993).
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Data Collection; Elementary Education; Elementary Schools; Enrollment Rate; High Schools; Identification; *Inservice Teacher Education; Junior High Schools; *Limited English Speaking; Mathematics Instruction; Middle Schools; Program Descriptions; Program Evaluation; Public Schools; School Districts; Science Instruction; Second Language Programs; Staff Utilization; State Surveys; *Student Characteristics; *Student Placement; Technical Assistance
IDENTIFIERS- *Idaho

Data on limited-English-proficient (LEP) students in Idaho's public schools and programs that serve this population are presented. Information was drawn from program applications and reports submitted to the state, site visits, and written LEP program assessments. The first part of the report summarizes data of LEP students and programs, including their levels of achievement (above or below district averages, for elementary, middle/junior, and high schools), instructional services provided through both private and public programs, and LEP students' access to district core curricula. Staffing patterns are also reported in this section. The report's second part describes state technical assistance activities, principally through inservice teacher education programs and monitoring of program compliance with regulations. Sheltered science and math workshops and other presentations are listed. Part 3 reports survey conclusions. Findings include continuing intensive efforts statewide to identify and provide services for LEP students. LEP students continue to perform below grade expectations, and use of other standards of success is recommended. Identification methods are not consistent across of within districts. Most LEP students are identified in the lower grades, and an effort is made to provide instruction in the mainstream classroom. Data summaries are appended. (MSE)

ED 375 642 FL 022 480

Zucker, George K.
Student Writing as a Tool for Study of Literature.
PUB DATE- 93
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (Phoenix, AZ, August 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Classroom Communication; Classroom Techniques; Higher Education; Introductory Courses; *Literature Appreciation; *Reading Comprehension; *Second Languages; *Spanish; Student Attitudes; Teacher Student Relationship; *Writing Exercises

A writing exercise used in one college-level introductory Spanish literature course has been found helpful in converting student frustration into a challenge and changing perceptions of the teacher from adversary to ally. When the first reading assignment is due, the teacher tells the students how frustrating the class can be and lets them begin the class session with a 10-minute writing exercise, which can be anonymous, outlining questions and gripes. Subsequent assignments can be couched in terms of the students' concerns. The exercise has also revealed to the teacher some unanticipated problems with the readings, particularly concerning conventions of Spanish prose and dialogue. In other situations, the written reactions have helped accelerate introduction, discussion, and clarification of specific issues in story construction and meaning. Eventually, student comments contained few complaints but focused more on student skills in discovering theme and comprehending text. It is concluded that this method accelerates the comprehension process, increases student sophistication, helps the teacher focus instruction, and improves the teacher-student relationship. (MSE)

ED 375 309 CE 067 477

Riccio, James; And Others

GAIN: Benefits, Costs, and Three-Year Impacts of a Welfare-to-Work Program. California's Greater Avenues for Independence Program.

SPONS. AGENCY- California State Dept. of Social Services, Sacramento.; Department of Health and Human Services, Washington, D.C.
PUB DATE- Sep 94
NOTE- 514p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Comparative Analysis; Cost Effectiveness; County Programs; Demonstration Programs; Employment Patterns; *Employment Programs; Family Income; Followup Studies; High School Equivalency Programs; *Job Training; Matched Groups; Models; *Outcomes of Education; Participant Characteristics; Participation; Postsecondary Education; *Program Costs; *Program Effectiveness; Program Implementation; Salary Wage Differentials; State Programs; State Surveys; Tables (Data); Welfare Recipients
IDENTIFIERS- *California; *Greater Avenues for Independence; Welfare to Work Programs

The cost-effectiveness and 3-year impacts of California's Greater Avenues for Independence (GAIN) program, which is a statewide initiative aimed at increasing the employment and self-sufficiency of recipients of Aid to Families with Dependent Children (AFDC), were evaluated by studying follow-up data for 33,000 people from 6 counties who entered GAIN between early 1988 and mid-1990. Sample members were randomly classified as experimentals (people subject to GAIN's participation requirements) or controls (people precluded from the GAIN program but free to seek other services in the community on their own). The employment, earnings, and welfare outcomes of the experimentals and controls were then compared. GAIN produced earnings gains and welfare savings for both single parents and heads of two-parent families. In their third year after orientation, GAIN participants' earnings were 25% higher than the controls' earnings. GAIN substantially increased participation in job search and basic education, and it reduced the proportion of experimentals who were on AFDC during the last quarter of year 3 by 3%. GAIN's impacts varied by county. (Contains 30 references. A total of 154 tables/figures are included in the report and appendixes. Also appended are analyses of the survey responses and AFDC case closure/recidivism.) (MN)

ED 375 347 CG 025 678

Glanz, Jeffrey
A School/Curricular Intervention Martial Arts Program for At-Risk Students.
PUB DATE- 15 May 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Safe Schools Coalition on "Gangs, Schools & Community" (2nd, Orlando, FL, May 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Children; *Elementary School Students; Grade 4; Grade 5; *High Risk Students; Intermediate Grades; Self Control; *Student Development; *Student Improvement; Student Motivation; Student Problems; Student School Relationship
IDENTIFIERS- *Karate; *Martial Arts

Statistics clearly demonstrate the need to assist students who may drop out of school or who may graduate with inadequate academic, social, and emotional skills. This paper describes efforts at one elementary school to address some of the needs of at-risk students. The program revolves around a structured martial arts class designed to develop self-control and discipline. Martial arts instructors instill the importance of courtesy, respect, honesty, sincerity, and discipline. What makes this program noteworthy, claims the author, is that martial arts training is incorporated as part of an overall curricular approach, aimed at assisting selected 4th and 5th graders who are either currently involved in gangs or likely to join them. The program is integrative as periodic groups sessions between classroom teachers, parents, and students meet to discuss ways of resolving difficulties and offer suggestions for improvement. Selected teachers also involve students in writing and reading lessons centered around martial arts topics. The paper discusses the success of the program and profiles one test case to back his assertions. While a martial arts program is neither a panacea nor an effective measure without other instructional strategies, it has proven successful for some at-risk students. (RJM)

Dodson, Charles B.
Genji, Keats, and "Mono No Aware."
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the College English Association (Overland Park, KS, April 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- English Literature; Higher Education; *Literary Criticism; *Literature Appreciation; *Multicultural Education
IDENTIFIERS- Japanese Literature; *Keats (John); Response to Literature; Shikibu (Murasaki); *Tale of Genji (The)

Using a canonical literary text to elucidate a noncanonical one--and vice versa--is an effective means of teaching multicultural literature. For instance, John Keats' "Ode to Melancholy" and many of his other poems comment on Murasaki Shikibu's 10th-century Japanese novel "The Tale of Genji." Helping college students to understand the concept of "mono no aware," a pervasive feature in the Japanese novel, becomes considerably less difficult with the help of a western text employing virtually the same technique. "Aware" can be defined as the simultaneous existence of beauty and sadness in life as well as the ability of a character to see this in even the most ordinary of events. After students have begun reading the Japanese novel, an instructor might follow a three-step process: (1) define "aware"; (2) pass out Keats' "Ode" as a reinforcement and ask students to free write, as homework, a journal entry relating it to the novel; (3) after a discussion of the journal entries, guide students through a reading of the poem and then suggest passages from previously assigned readings in the novel that parallel the ideas in the ode. Three themes might be emphasized in the ode: how nature mirrors the poet's mood; how Keats selects natural objects that are both beautiful and transitory; and how Keats plays on the imminence of death. (TB)

ED 375 444 CS 508 716

Aitken, Joan E.
Computerized Communication Assessment Management: A Multi-Method Approach to Skills and Field Assessment.
PUB DATE- 8 Nov 94
NOTE- 32p.; Paper presented at the Assessment Conference "Instruments and Strategies That Work" (Indianapolis, IN, November 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Educational Media; Higher Education; *Instructional Innovation; Optical Data Disks; Program Descriptions; *Public Speaking; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *University of Missouri Kansas City

The Department of Communication Studies at the University of Missouri-Kansas City is developing a computer package designed to teach and assess aural, visual, and oral communication skills through a multi-media approach with classroom tests, portfolios, and performance measures. Before developing the multi-method approach, the department tried six separate assessment strategies. The department wishes to provide user-friendly, interactive, and skill-oriented instruction that can be used in a personal system of instruction through a CD-ROM media laboratory, lecture, or individualized approach. The computerized learning approach is designed to adapt to two major trends in higher education: ethnic sensitivity and interactive-media education. The compact disc provides emphasis and supporting examples to illustrate communication concepts and extensive assessment of student knowledge, skills, and values. The variety of pathways available into the CD-ROM can be illustrated by the chapter on "supporting ideas." Even though the cost of developing the CD-ROM systems is high, costs can be managed because the material can be customized for use in large enrollment college courses. Advantages of this approach to teaching the basic speech communication course are that it: fosters student responsibility, uses peer instruction, adapts to learning styles, teaches computer literacy, gives effective speech examples, uses a module approach, and enables distance learning. This interactive, multi-media CD can provide a viable instructional and assessment tool for communication studies. (Contains 64 references and 4 figures illustrating pathways.) (RS)

ED 375 503 EA 026 207

Fernandez, deKoven Pelton; Astuto, Terry

How Feminism Can Help Us Not Shortchange Girls.

PUB DATE- Apr 94

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Females; *Feminism; *Nontraditional Education; *School Organization; Sex Discrimination; *Sex Fairness

What would a school that is responsive to the needs of girls look like? This paper presents findings of a study that sought to synthesize research and commentaries that develop, articulate, or use a feminist critique. It also attempted to identify a set of feminist thought and action to serve as building blocks of an alternative structure for schools and suggests how those principles might be played out in restructuring schools. The study conducted an analysis of secondary sources that included a comprehensive search strategy and a thorough review of the sources which contained feminist thought and/or applied feminist thought to education or inquiry. Six feminist themes emerged that are relevant to the organization of schools: freedom, service, community, change and transformation, convergence, and the celebration of contradiction. Each of the six themes is related to the three components of schools--organization, curriculum, and pedagogy. These themes, which might serve as the building blocks of a different kind of school organization, define a holistic, cohesive, and functional framework for a more responsive kind of school. (LMI)

ED 375 544 EC 303 380

May, Geraldine; Braswell, James

SAT I Test Development Procedures for Students with Disabilities.

PUB DATE- Apr 94

NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Blindness; Braille; College Bound Students; *College Entrance Examinations; *Disabilities; Higher Education; High Schools; High School Students; Large Type Materials; Magnetic Tape Cassettes; Mathematical Aptitude; Special Needs Students; *Test Construction; Verbal Ability; Visual Impairments

IDENTIFIERS- Educational Testing Service; Nemeth Code; *Scholastic Assessment Tests; *Testing Accommodations (Disabilities)

This paper describes the principles followed by the Educational Testing Service (New Jersey) in adapting, for students with various disabilities, the Scholastic Assessment Test I (SAT I), the commonly used test for college admissions that assesses verbal and mathematical reasoning. The paper notes that developers of standard tests should be informed early in the test construction process that the test will likely be adapted for use with students having disabilities. Examples are offered of ways that questions in both the math and verbal sections can be originally presented that make them easier to adapt later. Specific guidelines are offered for developing the SAT I in five formats: (1) cassette, (2) script, (3) braille, (4) regular type, and (5) large type. The paper stresses that the development of special versions of the SAT I for students with disabilities involves considerable attention to detail, an understanding of the populations being served, and ample time for preparing and fine-tuning the adapted materials. Appendices include a list of symbols and indicators in the Nemeth Code, and some examples of adaptations for both the verbal and mathematics sections. (DB)

ED 375 582 EC 303 422

Developing Awareness of Disability in the World: Looking at Issues Relevant to Disability in Asia, the Pacific, and Africa through the Eyes of U.S. Fellows. Monograph #54.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 80p.; A product of the International Exchange of Experts and Information Rehabilitation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Studies; *Disabilities; Exchange Programs; *Fellowships; Foreign Countries; *Intercultural Programs; International Cooperation; *International Educational Exchange; Professional Development; *Rehabilitation
IDENTIFIERS- *International Exchange Experts Information Rehab

This document provides information about the 1990-93 overseas fellowships of the International Exchange of Experts and Information in Rehabilitation (IEEIR), based on project summaries and reports from fellows and hosts. It begins with an interim report from an IEEIR fellow who traveled to Australia and a letter from a host in New Zealand. The interim report described the Illawarra Regional Health Service (New South Wales), and the IEEIR fellow's experiences during his visit. The letter from a New Zealand host welcomed the possibilities for a U.S. and New Zealand collaboration that will bring new ideas and directions in working with people with disabilities. Summaries of the 1990-1993 fellowships are then offered, in the following topic areas: technology, medical rehabilitation and research, special education/rehabilitation education, community-based rehabilitation programs and concepts, advocacy, sensory disabilities, vocational services/employment issues, mental health/psychosocial, attitudes and cultural biases, and developmental disabilities. The fellowships involved projects in Canada, Hong Kong, Thailand, England, and Kenya, among other countries. An article reprint is presented which captures the spirit of cross-cultural collaboration, "Developing Mutual Understanding between Western and Non-Western Cultures through Collaborative Research" by Judy Kuglemass and Kusdwiartri Setiono. The document also includes a section on what has been learned by carrying out fellowships over the last 15 years, based on a survey of 60 IEEIR fellowship participants. Survey findings are summarized in sections on professional profiles of participants, professional outcomes of experiences, and professional international resources, respectively. The document concludes with a list of fellows, a list of advisory committee and peer review panel members, and a list of monographs available from IEEIR. (JDD)

ED 375 602 EC 303 442

Silverman, Linda Kreger, Ed.
Networking.
PUB DATE- 94
NOTE- 20p.; In: Silverman, Linda Kreger, Ed.; Knopper, Dorothy, Ed. Understanding Our Gifted. Volume 6, Issues 1-6, September 1993-August 1994; see EC 303 439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Development; Elementary Secondary Education; *Gifted; *Networks; *Professional Associations; Professional Development; Teacher Certification
IDENTIFIERS- Colorado Academy Educators Gifted Talent Creative

This theme issue on the role of networking in improving services for gifted individuals presents two feature articles and several regular columns. "A Network of Scholars" by Jerry Flack describes efforts of a group of professional educators and researchers of gifted persons in Colorado who worked cooperatively to create the Colorado Academy of Educators for the Gifted, Talented, and Creative, with the purposes of service, professional growth, and competence validation. "The Courage To Network" by Maddi Wallach lists the characteristics of gifted adults, outlines the emotional impact of a gifted lifespan, and discusses the value of networking for adults, with the goals of supporting each other and educating schools and the public about the existence of this misunderstood population. Richard W. Ronvik responds to a critique by John Feldhusen that appeared in EC 303 441, concerning use of terminology such as "gifted" and "talented" and use of intelligence and achievement tests in identifying gifted children. Regular columns present information on the moral gifted child in a violent world; the innocence of childhood; networking among students, parents, and teachers; literature resources; asynchrony in adults; essential tools and skills for networking; and the role of Internet in networking. (JDD)

ED 375 290 CE 067 447

An Analysis of the Future Need for Certified Animal Health Technicians and Instructional Program Content.

PUB DATE- Apr 93

NOTE- 27p.; Document contains small print.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Needs; *Employer Attitudes; *Employment Opportunities; Employment Projections; *Employment Qualifications; Futures (of Society); Job Skills; Labor Needs; Needs Assessment; Postsecondary Education; Questionnaires; State Surveys; *Statewide Planning; *Veterinary Assistants; *Vocational Education

IDENTIFIERS- *Nevada

A study examined the future need for certified animal health technicians (CAHT) in Nevada and the skills/knowledge that future CAHTs will need. Questionnaires were mailed to all of Nevada's 306 licensed veterinarians; 100 (32.68%) responded. The estimated numbers of CAHTs needed by the state's veterinarians in 1, 3, and 5 years were 62, 142, and 159, respectively. The following skills/knowledge were deemed most important for future CAHTs: understanding principles of animal sanitation; working knowledge of clinical sanitation, disease transmittal, sterile environments/sterilization, operating room assistance, and public contact in clinical and nonclinical settings; ability to understand/execute technical instructions and question misunderstandings; at least a 12th-grade reading comprehension level; and personal grooming and public image. Among the study recommendations were the following: two CAHT programs should be established (one each in northern and southern Nevada) within the tech prep model; the Nevada State Board of Veterinary Medical Examiners and State Board for Occupational Education should establish a partnership to develop the CAHT programs; a wage guideline covering CAHTs in clinical and nonclinical settings should be developed; and advisory committees should be formed to assist in establishing, implementing, and evaluating the CAHT programs. (Appended are the questionnaire and cover letters.) (MN)

ED 375 328　　　　CE 067 523

Gansneder, Bruce M.; And Others
An Assessment of Research Needs in Community Education.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jun 80
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Educators; Agency Cooperation; *Citizen Participation; *Community Education; *Educational Research; Needs Assessment; *Research Needs; *Teacher Attitudes

A study of research needs was conducted for the Mid-Atlantic Center for Community Education, focusing on facility use, interagency relationships, and citizen participation. Following a study of earlier research in the region, a survey instrument was constructed and sent to 1,396 identified community educators, with a total of 911 returned. The study found that community educators in the field exhibit a strong interest in research and that they want to participate in research. Suggested area of research included the following: (1) status research on citizen attitudes; (2) relational research on citizen attitudes; (3) theoretical research on citizen attitudes; (4) theoretical research on barriers and facilitators to interagency relationships; (5) status research on interagency relationships; and (6) relational research on interagency relationships. (The report contains 50 references, 24 tables, and 11 figures.) Prior research and the survey instrument are included in an appendix.) (KC)

ED 375 386 CS 011 861

Smith, Frank

Whose Language? What Power?: A Universal Conflict in a South African Setting.

PUB DATE- 93

NOTE- 184p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)

DESCRIPTORS- Apartheid; *Cultural Context; Culture Conflict; Foreign Countries; Higher Education; *Language Attitudes; Language of Instruction; *Language Role; *Literacy; Official Languages; Political Issues; *Relevance (Education); Student Needs

IDENTIFIERS- *Educational Issues; Empowerment; Language Choice; Language Policy; Literacy as a Social Process; *South Africa

Multilayered, this book presents as a narrative, a first-person scholarly (but not academic) account of the political and educational conflicts surrounding the question of the development of language and thought. It follows a group of South African graduate students, black and white, including teachers who live in Soweto, as they struggle to construct and achieve education relevant to their needs and responsibilities, against a background of violence, turmoil, and upheaval. The students in the book are participating in a university seminar dealing with such traditional educational issues as the "best way" to teach reading and writing, the relationships between first- and second- language learning, and the relationships between language and thinking. The book interweaves the voices of the students with descriptions of the political and social context of South Africa and discussions of crucial issues in education for many areas of the world today. The book is intended both for educators and the general public. (NKA)

ED 375 424 CS 214 576

Bishop, Rudine Sims, Ed.
Kaleidoscope: A Multicultural Booklist for Grades K-8. NCTE Bibliography Series.
PUB DATE- 94
NOTE- 205p.; Edited with the Multicultural Booklist Committee of the National Council of Teachers of English.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Anthologies; *Childrens Literature; *Cultural Differences; Elementary Education; *Folk Culture; Foreign Countries; Immigrants; Junior High Schools; *Multicultural Education; Novels; Picture Books; Poetry
IDENTIFIERS- *Multicultural Materials

Serving as a resource for K-8 teachers who wish to offer children books that reflect the cultural diversity of American society, this book presents annotations of nearly 400 books (published between 1990 and 1992) about African Americans, Asian Americans, Hispanic Americans/Latinos, and Native Americans. The annotated bibliography also lists books involving people and countries in Africa, Asia, South and Central America, and the Caribbean, as well as relevant books set in Mexico, Canada, or England. Also included are works that focus on interracial and intercultural topics, issues, and relationships. The book groups the entries according to 15 genres or themes: (1) Poetry and Verse; (2) the Arts; (3) Ceremonies and Celebrations; (4) People to Know and Places To Go; (5) Concepts and Other Useful Information; (6) Biography: Individuals Who Made a Difference; (7) History: The Way We Were; (8) Immigrants and Immigration: Coming to America; (9) Folktales, Myths, and Legends: Old and New; (10) Books for the Very Young; (11) Picture Books: Primary and Beyond; (12) Fiction for Middle Readers; (13) Novels for Older Readers; (14) Anthologies: Gatherings of Poems and Stories; and (15) A Potpourri of Resources. A listing of award-winning books and a directory of publishers is attached. (RS)

ED 375 464 EA 026 154

Bauer, David G.
Successful Grants Program Management.
PUB DATE- 94
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Educational Administration; Elementary Secondary Education; Federal Aid; *Financial Support; *Grants; *Grantsmanship; Philanthropic Foundations; *Private Financial Support; *Program Proposals; Proposal Writing; School Based Management; School Districts

This book provides central-office administrators with detailed processes of evaluation and assessment designed to improve upon the deficiencies in the current decentralized grants system. It is designed to help the administrator discern what district support functions are necessary to ensure that legal, ethical, and financial grant requirements are met while developing a grantseeking program at the school-community level. The 14 chapters are: (1) "The District Administrator's Role in Resource Development"; (2) "Promoting a District Grantseeking Effort Based on Mission, Goals, and Objectives"; (3) "Developing Your Schools' Ability to Create Grant-winning Solutions"; (4) "The District Grants Office's Role in Increasing Knowledge of Funding"; (5) "Helping Your Grantseekers Search the Grants Marketplace"; (6) "Developing and Promoting a Proactive Grants System for Your District--Contacting Grantors"; (7) "Moving from an Idea to a Proposed Plan"; (8) "Creating Winning Corporate and Foundation Proposals"; (9) "The District Grants Office's Role in Assisting in the Development of Federal Proposals"; (10) "The District Grants Office's Role in Improving Federal Grant Applications"; (11) "The District Grants Office's Role in Administering Federal and Private Grant Funds--From the Decision to the Final Report"; (12) "The District Grants Office's Role in Increasing Involvement in the Grants Process"; (13) "The Role of the District Grants Office in Supporting Planning and Resource Development"; and (14) "Putting It All Together-Evaluating and Improving Your District's Grants Effort". An assessment tool is provided at the end of each chapter. Eighty-nine figures and a list of grant resources are included. (LMI)

ED 375 484 EA 026 185

Rollow, Sharon G.; Bryk, Anthony S.
Politics As a Lever for Organizational Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Educational Change; Educational Environment; Elementary Education; Governing Boards; Leadership; *Organizational Change; *Participative Decision Making; *Politics of Education; *Public Schools; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

This paper examines the role of politics in the restructuring of Chicago public schools. The Chicago educational system was deliberately altered to change the way decisions were made at the school level. Based on recent research on citizen participation and renewal of democratic institutions, the paper advances a theme that is germane to Chicago school reform--enhanced democratic activity at the local level can be an effective antidote to unresponsive societal institutions like urban public schools. Case studies of 22 Chicago elementary schools were conducted from 1990-1994. Five types of school-based political practice were identified: (1) consolidated principal power through autocratic control; (2) consolidated principal power through maternal control; (3) maintenance politics; (4) adversarial politics; and (5) strong democracy. A main route to strong democracy is principal initiative. Parents and teachers can also exert leadership in strong democracy schools. Contains 43 references. (LMI)

ED 375 524 EA 026 236

Davidson, Betty M.; Dell, Geralyn L.
Building Capacity for Educational Change: A Portrait of Behavioral Patterns of First Year Schools in the Louisiana Accelerated Schools Network.

PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Educational Administration; Educational Change; Elementary Education; Leadership; *Participative Decision Making; *School Restructuring; *Teacher Influence; Teacher Role
IDENTIFIERS- *Accelerated Schools; Empowerment; *Louisiana Accelerated Schools Network

This paper describes the recurring behavior patterns exhibited by first-year schools in the Louisiana Accelerated Schools Network during the evaluation process conducted during the years 1992 and 1993. These patterns are viewed through the lens of one of the three guiding principles of the accelerated schools process--empowerment coupled with responsibility. The paper develops a holistic portrait that shows how school communities build the capacity for educational change. It focuses on how teachers and school administrators in six schools came to understand the meaning of empowerment, and provides information about the feelings and experiences of principals and teachers in their struggles and successes to change from a traditional learning environment to an accelerated one. Data were obtained from onsite observations and interviews conducted with 28 teachers and 6 principals in the 6 participating schools. The schools demonstrated several similar behavior patterns: (1) many teachers and administrators were initially ambivalent toward empowerment; (2) principals found that they had to change their leadership styles; (3) teachers experimented with finding ways to empower students; and (4) principals needed support from other principals in the network to change their leadership styles. Appendices contain the interview guide and patterns of behavior from the 1992 and 1993 evaluation reports. Contains 13 references. (LMI)

ED 375 564 EC 303 401

Federal Outlook for Exceptional Children: Budget Considerations and CEC Recommendations. Fiscal Year 1995.

PUB DATE- 1 Jun 94

NOTE- 80p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal Programs; *Financial Support; *Gifted; Preschool Education

IDENTIFIERS- Hawkins Stafford Act 1988; *Individuals with Disabilities Education Act; Jacob K Javits Gifted Talented Stdnt Educ Act 1988

This report provides a description of federal education programs for children with disabilities and the important needs that are met by funding each one. It considers the budgetary impact on each program if Congress appropriates the funding level recommended for Fiscal Year (FY) 1995 and funding recommendations of the Council for Exceptional Children (CEC). A budget overview notes that the Clinton Administration has requested an overall increase in the Department of Education program budget of 7 percent, for a total of $26.1 billion. A table shows FY 1994 appropriations, FY 1995 authorizations, FY 1995 administration requests, and CEC recommendations for various federal programs. A chart shows changes from 1976 to 1991 in the distribution of specific disabilities for children ages 6-21. Specific programs are then described, including programs for gifted and talented children, programs provided under Chapter 1 of the Hawkins-Stafford School Improvement Amendments of 1988, and programs authorized by the Individuals with Disabilities Education Act (IDEA). IDEA programs include: State and Local Grant Program, Preschool Grants program, Early Intervention Program, Deaf-Blind Programs and Services, Regional Resource Centers, Programs for Children with Severe Disabilities, Early Childhood Education, Programs for Children and Youth with Serious Emotional Disturbances, Postsecondary Education Programs, Secondary Education and Transitional Services, Innovation and Development, Special Education Technology, Educational Media and Captioning Services, Special Education Personnel Development, Clearinghouses, and Evaluation and Program Information. (JDD)

ED 375 684 FL 800 808

Crandall, JoAnn
Improving the Quality of Adult ESL Programs: Building the
Nation's Capacity To Meet the Educational and Occupational
Needs of Adults with Limited English Proficiency.
PUB DATE- Dec 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility
(142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Curriculum Design; Demography;
Educational Needs; *English (Second Language); Federal
Programs; Immigrants; *Instructional Improvement; *Limited
English Speaking; Program Development; *Refugees; School

Districts; Second Language Instruction; *Second Language
Programs; Vocational English (Second Language)

The paper, prepared as a background paper for a larger project on adult English as a Second Language (ESL), discusses a variety of issues and challenges in improving adult ESL services in the United States. An introductory section offers an overview of demographic and educational factors affecting the education of limited-English-proficient (LEP) individuals. Challenges facing adult ESL instruction are then enumerated, including cultural diversity, fragmentation of effort, instability of program funding and support, and the marginalized status of such programs. Factors in the development of quality adult ESL programs are explored. These include: appropriate program design; a learner-centered curriculum and instructional approach; a professional staff treated as professionals; and adequate resources, facilities, and support services. Two initiatives aimed at improving education for language minorities are described and their accomplishments outlined: the 1967 Bilingual Education Act and the federal refugee program. Finally, a series of recommendations for expanding and improving adult ESL instruction are made, predicated on establishment of a new Department of Education office for language minority adult education. Contains 32 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 375 702 HE 027 786

Gottlieb, Esther E.; Yakir, Ruth
Faculty Perceptions of Elements Influencing Their Teaching and Professional Development. Draft.
PUB DATE- 8 Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; Colleges; *Faculty Development; Faculty Workload; Foreign Countries; Higher Education; Institutional Characteristics; Job Satisfaction; National Surveys; *Teacher Attitudes; *Teacher Effectiveness; Teacher Salaries; Teaching Methods; Universities; Work Environment
IDENTIFIERS- *Israel

This study, a case study of Israel from a larger study of faculty perceptions around the world, examined faculty perceptions of determinants of teaching quality. The questionnaire asked about academic career patterns, work loads and allocation of time, attitudes toward teaching, methods of teaching and evaluation, research and publications, administration, job satisfaction, other social and educational issues, and demographic items. The questionnaire was sent to a sample of 2,225 senior faculty in Israeli institutions of higher education and 502 were returned. In general the findings indicated that respondents were satisfied with most of their working conditions (but not their salaries), with their teaching loads (average of 7.49 hours per week) and with their training for teaching and their teaching. In addition the study found definite differences between the teaching practice of college instructors and university professors. The two groups differed in their teaching practices, in the evaluation of students, in the number of courses they teach, and in the amount of time they think should be devoted to students. Personal preference toward teaching or research was found to have a significant effect on job satisfaction. College instructors more interested in teaching were also found to be more satisfied. (Contains 12 references.) (JB)

ED 375 253 CE 067 378

Lowyck, Joost; Elen, Jan
European Research on Corporate Training.

PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Corporate Education; *Educational Research; Foreign Countries; Higher Education; Literature Reviews; *Research Methodology; *Research Needs; *Research Projects; *School Business Relationship; State of the Art Reviews
IDENTIFIERS- *Europe

The state of corporate training research conducted by education departments at universities throughout Europe was examined. The study, which was based on a literature search and limited survey, focused on research concerned with the design, development, and evaluation of training and research on learning processes in corporate settings. Among the review's main findings were the following: (1) studies of the relationship between educational level and employment are conducted at the supranational level by the European Centre for Vocational Training and are often conducted at the national or regional levels; (2) at the organization level, most studies focus on describing/analyzing important determinants of training decisions within organizations; (3) some researchers concentrate on specific learning programs or type of programs; (4) only a limited number of researchers examine learners and learning in corporate settings; (5) studies conducted in the design phase of training generally elaborate procedures for designing instruction and/or describe the variables affecting the design process; (6) the development/delivery phase of training has received much attention, whereas evaluation of training is barely studied; and (7) most studies are descriptive, and only a few test specific interventions. (Appended is a list of 40 European corporate training researchers' affiliations/addresses). Contains 37 references. (MN)

ED 375 367   CG 025 794

Anderman, Eric M.; Midgley, Carol
Student Self-Efficacy as a Function of Classroom Goal Orientation.

PUB DATE- Aug 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Children; Cognitive Development; Cognitive Style; Elementary Education; *Grade 3; *Grade 4; *Grade 5; *Learning Strategies; *Learning Theories; Self Concept Measures; *Self Efficacy; Self Esteem; Student Motivation
IDENTIFIERS- Hierarchical Linear Modeling

Recently, psychologists have investigated self-efficacy as it relates to teaching and learning. This study used hierarchical linear modeling (HLM)--a powerful new technique for assessing multilevel data--to examine the effects on self-efficacy of a school-wide effort to value task-mastery and learning over relative ability and competition. The sample included 341 students from 15 classrooms in 2 elementary schools in a predominantly white district. The students responded to a self-report questionnaire, which assessed student motivation, cognitive strategy use, and perceptions of classrooms and schools. Researchers developed measures of self-efficacy, goal orientation (task and performance), and cognitive strategy use (deep and surface strategies) using both original items and items from existing instruments. Results suggest that self-efficacy relates significantly to the following: (1) the belief that intelligence is a changeable entity; (2) the personal adoption of learning-focused goals; and (3) the use of deep cognitive strategies. Students who were encouraged to take academic risks were more self-efficacious than those who were risk averse; however, in the experimental classes, self-efficacy increased regardless of whether or not the teacher encouraged risks, while in the control classes, self-efficacy did not change with the learning focus slope. (RJM)

ED 375 504 EA 026 208

Adler, Louise
Curriculum Challenges in California.
PUB DATE- 93
NOTE- 13p.; For a related paper, see EA 026 172.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Freedom; *Censorship; Conflict; *Controversial Issues (Course Content); *Curriculum Evaluation; *Curriculum Problems; Elementary Secondary Education; Legal Problems; Moral Issues; Parent Influence; Religious Factors; Textbook Content
IDENTIFIERS- *California

This paper presents findings from a longitudinal study that examined the extent and types of challenges to curriculum in California school districts. A survey of school districts conducted in 1990 yielded 421 usable responses. The second survey, sent in 1991, elicited 379 responses, a 37.5 percent response rate. Findings indicate that the number of curriculum challenges increased by 8 percentage points. Over half of the districts reported that they had encountered curriculum challenges. The most likely reason for the challenges was religious conflict or satanic/witchcraft issues. Most of the challengers were parents who were not likely to be satisfied with the outcome of the challenge, which in most cases resulted in no change in district practices. An exception was that the challenger's child was excused from using the material. Over 40 percent of the districts reported that challenges in other districts were very disruptive, generating communitywide controversy. Nine percent of the districts reported that they would be less likely to adopt material challenged elsewhere, might not consider items known to have caused contentious challenges, or would not consider such materials. Ten tables and three figures are included. (LMI)

ED 375 545 EC 303 381

Flicek, Michael; Anderson, Jeffrey A.

A Continuum of Services within General Education for Students with Behavior and Emotional Disorders.

PUB DATE- 3 Mar 94
NOTE- 68p.; Paper presented at the Annual Convention of the National Association of School Psychologists (26th, Seattle, WA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Delivery Systems; *Emotional Disturbances; Individualized Programs; Intermediate Grades; Mainstreaming; Models; Parent Attitudes; Prereferral Intervention; Program Development; Program Implementation; Referral; *Regular and Special Education Relationship; Student Attitudes; Student Evaluation; Team Teaching
IDENTIFIERS- Combined Classroom Model; Individualized Behavior Plans; Natrona County School District WY

This paper addresses two approaches to serving students at risk for or with emotional and/or behavioral disorders in general education settings: (1) use of individual behavior plans (IBPs), and (2) use of the combined classroom model. The process of developing an IBP is detailed, including when an IBP is developed, by whom it is developed, and the IBP development meeting. Criteria for contents and use of the IBP both before and after referral for special education are described as applied in the Natrona County, Wyoming, school district. IBPs are seen as both an intervention and an important part of the assessment process for these students. The combined classroom model (CCM) is used with intermediate grade students and involves combining students with and without disabilities and special and regular education staff (usually three teachers and three paraprofessionals) in one large classroom. Program components described include an integrated behavior management system, team driven classroom operation and functioning, a social skills component, and a mental health component. Responses of parents of students with either learning or emotional/behavior disabilities to the CCM have been positive. Responses of students (both with and without disabilities) are also given. Appended are a case study illustrating IBP use, parent and student satisfaction data and comments, and sociometric data. (DB)

ED 375 622   FL 022 453

Zucker, George K.
How Can You Translate If You Can't Express Yourself in Writing?
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (74th, Cancun, Mexico, August 9-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Coherence; Cultural Awareness; *Decoding (Reading); *Discourse Analysis; *Language Styles; Second Language Learning; Sociocultural Patterns; Spanish; *Translation; *Writing Skills

Good translation requires writing skills in each of its three stages: decoding the original text; transferring its cultural and linguistic element into the context of the target language; and encoding the information in that context. During decoding, the translator must be conscious of speech level, word usage, cultural references, syntactic devices used for stylistic effect, connotation as well as denotation, and writing skills. The second stage of translation requires making cultural and linguistic elements recognizable in both linguistic communities. Often, this requires some research, and may mean inserting footnotes for clarification. In the third stage, encoding text into the new language and context, writing skills are most clearly needed to make both style and context of the target language text faithful to the original. Translation from Spanish to English is seen to involve major structural changes at times, to reconcile differences in grammatical and stylistic patterns of the languages; for example, longer Spanish sentences may have to be broken into more, shorter sentences in English, without losing the relationships between elements in the sentences. It is further suggested that the best possible results occur when the translator has writing skills equal to the original author. A handout for this paper is written in Spanish and English. (Contains 10 references.) (MSE)

ED 375 643 FL 022 481

Liu, Dilin
Cultural Knowledge and Language Ability: The Siamese Twins.
PUB DATE- 8 Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (14th, Baltimore, MD, March 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cultural Awareness; *Cultural Education; Educational Strategies; *English (Second Language); Foreign Students; Higher Education; *Language Proficiency; Language Research; Linguistic Theory; Majors (Students); *Mass Media; Second Language Instruction; Second Language Learning; *Second Languages

In an effort to fill a perceived gap in research concerning the relationship between cultural knowledge and second language proficiency, a study was undertaken with foreign students of English as a Second Language (ESL). The subjects were 30 college juniors in a variety of disciplines taking an English world literature class. Subjects were administered a 50-item multiple choice test on general knowledge about American culture that focused on values, customs, media, politics, arts, and economy. The test was validated with American students. A week after taking the test, the subjects were administered a standardized written test of English proficiency and oral proficiency was measured. Results indicate a strong correlation between cultural knowledge, written proficiency, and oral skills. Since none of the students had taken a course in American culture, it is assumed that cultural and linguistic knowledge were acquired simultaneously. Variability in the correlations for each student was not found to be related to length of stay in the United States, nationality, or college major, but was statistically related to exposure to mass media, both print and visual/aural. It is concluded that media exposure may help develop both second language skills and target cultural knowledge. Contains seven references. (MSE)

ED 375 663 FL 022 511

Malamud Makowski, Monica
The Structure of IP: Evidence from Acquisition Data.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Case Studies; *Child Language; Comparative Analysis; *English; Form Classes (Languages); Grammar; *Language Acquisition; Language Patterns; Language Research; Linguistic Theory; Longitudinal Studies; *Phrase Structure; Syntax; *Tenses (Grammar); *Time Factors (Learning); Toddlers; Verbs; Young Children

This study investigated the earliest manifestations of verb tense and agreement in English-speaking children, using longitudinal data on the language of four children aged 1:6 to 3:5 years, drawn from a child-language database. Analysis focused on one aspect of inflectional phrase (IP), the children's use of the verbs "be" and "do" forms to mark agreement, and the ending "-ed" and instances of "did" as tense markers. Results show that tense and agreement do not emerge simultaneously, and furthermore, that there is a specific sequence in order of acquisition across English-speaking children: namely, tense appears before agreement. Findings are considered in the context of several approaches to language acquisition and current theories of syntactic structure. It is concluded that: (1) results provide empirical support for the syntactic structure of the language and in particular, the split-inflectional hypothesis, and (2) among current approaches to language acquisition, the continuity hypotheses lend themselves best to interpretation of these results. (MSE)

ED 375 272 CE 067 416

Doty, Charles R.; Simcoe, Annell

Testimony for New Jersey State Advisory Council for Vocational Education.

PUB DATE- 16 Mar 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Education; Educational History; *Educational Improvement; Educational Legislation; Educational Policy; *Educational Trends; *Education Work Relationship; Federal Legislation; *Integrated Curriculum; Policy Formation; School Restructuring; Secondary Education; *Vocational Education

The public schools have just been restructured based on insufficient information or ignored research. Now, with new education bills and laws, another restructuring is beginning. More thought should be put into the purpose of education in order to handle the crucial issues for such restructuring. For example, certification requirements for superintendents, principals, and special education teachers currently do not specify any knowledge concerning the world of work. In addition, the alternate, noncollege route for preparing vocational education teachers does not work to prepare them adequately, especially now that more integration of academic and vocational education is being sought. Recommendations include the following: (1) eliminate the separation between the vocational system and the rest of high school programs; (2) increase the requirements for teachers of special needs students and for principals to include knowledge of the world of work; (3) update and use the taxonomies for education based on the model developed in 1966 at Ohio State University and the University of Illinois (Towers, Lux, and Ray) to create curriculum for the school-to-work transition emphasis now being mandated by Congress; and (4) propose a balanced curriculum rather than switching from one discipline to another in educational emphasis. (Contains 17 references.) (KC)

ED 375 310 CE 067 478

The Earnings Ladder. Who's at the Bottom? Who's at the Top? Statistical Brief.

PUB DATE- Jun 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Age Differences; Career Education; Demography; *Educational Attainment; Employment Patterns; *Income; Labor Force; *Racial Differences; *Salary Wage Differentials; *Sex Differences
IDENTIFIERS- Current Population Survey

Data collected by the March Current Population Survey were used to identify which groups of year-round, full-time civilian workers aged 16 and older were most likely to be at the top and bottom of the earnings ladder. Women, young workers, less-educated individuals, and Hispanics were most likely to earn less than $13,091 (1992 constant dollars), whereas men, college degree holders, and whites were most likely to earn at least $52,364. Although more females than males have low earnings, the likelihood of having low earnings has risen faster among men than women. Consequently, the percentage point gap between males' and females' respective earning rates closed from 13 points in 1979 to 9 points in 1992. The number of low-paid workers between the ages of 18 and 24 increased 19 percentage points between 1979 and 1992. Thirty-one percent of men without a high school diploma were low earners as opposed to only 5% of those with a bachelor's degree. Thirty-five percent of men and 10% of women with at least a bachelor's degree were high earners. White women enjoyed the biggest income gains between 1979 and 1992. (MN)

ED 375 348 CG 025 682

Denham, Susan M.
Gender Conflict and Bias in the Secondary School: A Study of Junior and Senior High School Males' Perceptions of Young Female Teachers.
PUB DATE- May 93
NOTE- 45p.; Master's Thesis, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Age Discrimination; Females; Grade 11; Grade 12; High Schools; *High School Students; *Males; Secondary School Teachers; Sex Bias; *Sex Discrimination; Student Attitudes; Teachers; *Teacher Student Relationship; *Women Faculty

High School marks the end of adolescence and the entrance into adulthood. During his junior and senior years in high school, a young male begins to establish his individuality. This study examines high school students' perceptions of teacher effectiveness based on teachers' age and gender. The researcher focused on gender conflict between young males and young female teachers. Questionnaires were distributed to five teachers--two young females, two older females, one older male--who administered the questionnaires to 166 junior and senior level males and females in seven different classes. The results indicated that male and female students differ in their perception of young female teachers on at least four issues: (1) Teacher disciplinary practices; (2) Teacher competence; (3) Teacher effectiveness; and (4) Teacher concern for the needs of their students. Males experienced difficulties in dealing with young female teachers in the areas of discipline and authority, thus reflecting the psychological development of the male adolescent entering his pre-adult stage. However, the study revealed similar perceptions among male and female students in numerous areas, such as teacher organization, teacher respect for student, teacher being manipulated by student, and student ability to accept teacher's directions and criticism. Three appendices list the questionnaire and the response percentages. Contains 20 references. (RJM)

ED 375 387 CS 011 862

Cramer, Eugene H., Ed.; Castle, Marrietta, Ed.
Fostering the Love of Reading: The Affective Domain in Reading Education.
PUB DATE- 94
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Affective Objectives; Elementary Secondary Education; *Literature Appreciation; Reading Aloud to Others; *Reading Attitudes; Reading Habits; *Reading Instruction; Reading Material Selection; Staff Development; *Student Motivation; *Teacher Role
IDENTIFIERS- *Reading Motivation; Response to Literature

Representing current thinking about a wide range of issues related to reading motivation, this book offers a look at how to create classroom cultures that foster in students the love of reading. The book is about teachers and the critical role they play in helping children develop into motivated, active, engaged readers who read both for pleasure and information because they find it to be personally satisfying and rewarding. After an introduction ("Developing Lifelong Readers" by Eugene H. Cramer and Marrietta Castle), chapters in the book are: (1) "Reading and Society: Lessons from the World Out There" (Lloyd W. Kline); (2) "Toward a Model of Reading Attitude Acquisition" (Michael C. McKenna); (3) "The Insatiable Appetite" (Victor Nell); (4) "Who Reads What and When?" (Peter J. L. Fisher); (5) "How Teacher Attitudes Influence Reading Achievement" (Edward J. Dwyer and Evelyn E. Dwyer); (6) "A Portrait of Parents of Successful Readers" (Dixie Lee Spiegel); (7) "Promoting the Reading Habit: Considerations and Strategies" (Jerry L. Johns and Peggy VanLeirsburg); (8) "Literature and the Visual Arts: Natural Motivations for Literacy" (Richard Sinatra); (9) "Instilling a Love of Words in Children" (Nancy Lee Cecil); (10) "Connecting in the Classroom: Ideas from Teachers" (Eugene H. Cramer); (11) "Helping Children Choose Books" (Marietta Castle); (12) "Values, Agendas, and Preferences in Children's and Young Adult Literature" (June D. Knafle); (13) "Response to Literature: Models for New Teachers" (Camille L. Z. Blachowicz and Cathryn A. Wimett); (14) "Affect Versus Skills; Choices for Teachers" (Betty S. Heathington); (15) "Coordinating Teacher Read-Alouds with Content Instruction in Secondary Classrooms" (Judy S. Richardson); (16) "Writing Novels for Discouraged Readers...and Why We Must" (Irene Schultz); and (17) "Educating Teachers Affectively: Client-Centered Staff Development" (Cara L. Garcia). An epilogue ("The Need for Affective Literates" by Larry Mikulecky), concludes the book. Contains 93 references. (RS)

ED 375 406 CS 214 553

Harshbarger, Scott
A National Schizophrenia: Orality and Literacy in Blair's Rhetoric.
PUB DATE- Jul 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Literacy; Oral English; *Oral Language; *Persuasive Discourse; Theories
IDENTIFIERS- Blair (Hugh); Historical Background; *Orality

Although questions concerning the effects of literacy on society, culture, and the mind remain problematic for anthropology and psychology, considerations of the role played by orality, literacy, or other media in creating different communicative potentials between writer and reader, should not seem out of place in the discipline of rhetoric. Hugh Blair's 18th century treatise "Lectures on Rhetoric and Belles Lettres," which is typical of its period, offers an instructive means of studying orality/literacy theory in relation to the history of rhetorical inquiry. Although Blair maintains that both speaking and writing are "balanced on both sides" in terms of benefits, in the final analysis, his oral bias shines through: "The voice of the living Speaker, makes an impression on the mind, much stronger than can be made by the perusal of any Writing." Blair's oral bias has a great deal to do with his rhetorical concerns. Attempting to discover and describe the principles which make for powerfully persuasive discourse, he is inevitably drawn to a type of language that has the greater resources of expression. Hence, he is generous in his appraisal of ancient poetry, since it is based on a semi-literate culture. There are other significant reasons for his bias as well. As a Scot, Blair was forced to live a dichotomous existence. Becoming literate in Scotland meant learning to read and write in another language. According to David Buchan, "English became primarily visual and cerebral, and Scots became primarily aural and emotional." (TB)

ED 375 603   EC 303 443

Silverman, Linda Kreger, Ed.
Talent Searches.
PUB DATE- 94
NOTE- 20p.; In: Silverman, Linda Kreger, Ed.; Knopper, Dorothy, Ed. Understanding Our Gifted. Volume 6, Issues 1-6, September 1993-August 1994; see EC 303 439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; Academic Aptitude; Elementary Secondary Education; *Gifted; Program Development; *Special Programs; *Student Development; Talent; Talent Development; *Talent Identification
IDENTIFIERS- *Talent Search

Talent searches are discussed in this journal theme issue, with two feature articles and several recurring columns. "Talent Search: A Driving Force in Gifted Education," by Paula Olszewski-Kubilius, defines what a talent search is, how the Talent Search was developed by Dr. Julian Stanley at Johns Hopkins University in Maryland, the benefits of talent searches, research that supports talent search practices, the impact of talent search on general education, and the future of talent search programs. "University-Based Talent Searches for the Gifted," by Mark R. DeLong, describes the four regional talent search programs (Johns Hopkins University, Duke University, University of Denver, and Northwestern University) that have confederated their efforts in elementary and middle school ability identification and educational programming. In a special feature titled "My Best Summer," Michael Leviton describes his participation as a student in a Center for Talented Youth summer program. Regular columns present information on preventing underachievement in gifted students, problems that occur when schools do not recognize children's specific talents and interests, magnet schools as an ongoing talent search, literature resources, the need to recognize talents such as empathy, talent searches and the highly gifted, issues in development of talent search programs, and use of fairy tales to enhance creative thinking. (JDD)

ED 375 291 CE 067 448

An Analysis of the Distribution of Carl D. Perkins Vocational and Applied Technology Education Act Funds among Eligible Recipients.

PUB DATE- Mar 94

NOTE- 33p.; Document contains small print.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Financial Support; Position Papers; *Resource Allocation; Rural Areas; Secondary Education; State Federal Aid; *Statewide Planning; Tables (Data); *Technology Education; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Nevada

The distribution of Perkins Act funds among eligible Nevada recipients was analyzed. The analysis established that passage of the Perkins Act did nothing to improve the ability of small rural districts to participate in the federal program and significantly restricted the amount of funds provided to those vocational programs that do not have high percentages of disabled and/or disadvantaged students. The Perkins Act has also removed set-asides for adult and postsecondary occupational education (OE) programs and obligated the state to determine the instructional level split of funds. Originally, the Nevada Council on Occupational Education endorsed a 75%-25% split of funds among secondary and community college OE programs. The council's endorsement was based not on consideration of program needs or enrollments but rather on the lack of long-term planning and documentation for community college OE programs. Changes that have since occurred in community colleges' planning and recordkeeping have produced additional data that have led the council to reconsider its original funding recommendation. The council now recommends a split of 68% and 32% to secondary and postsecondary programs, respectively. (Appended are 14 tables detailing the distribution of funds among secondary school districts and community colleges.) (MN)

ED 375 329   CE 067 528

Montgomery, Joel R.
Global Trend in Education: Shifting from a Teaching-Focus to a Learning-Focus.
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the International Experiential Learning Conference (Washington, DC, November 9-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; Adult Education; Corporate Education; Educational Change; Educational Improvement; *Educational Philosophy; *Educational Practices; *Educational Trends; *Learning Processes; *Teaching Methods

Today a global shift in education is taking place, moving from a teaching focus to a learning focus. The new vision of education centers on the learner and how teachers can assist the learner in mastering needed competencies and processes required for success in the workplace and in life. This vision looks at the learner as a decision maker, choosing from among available tools and resources to create what is needed for the task at hand. Andersen Consulting Education is focusing on the development of enriched learning environments that support mastery of process as well as technical skills and competencies by groups of learners and that make appropriate use of technology. The consequence of this focus shift at Andersen Consulting Education is an emphasis on the learning needed by the learner and on ways to facilitate learner acquisition and application of that learning in a context identical with or parallel to what they would experience on the job. The learners are exposed to experts in the field and via computer, while the faculty act as coaches or facilitators. The model that can be applied to this type of learning is the M-Model, This model looks at learning as a dynamic process that includes inputs, a transforming process, outputs, and a feedback loop. Six learning approaches are gaining popularity in the business world, each one emphasizing the importance of learning from experience. Andersen Consulting Education has learned 10 specific things from the implementation of the goal-based learning approach for a year. This knowledge can help learners think reflectively on their experiences and become more effective teachers themselves by putting goal-based learning into place. (Contains 12 references.) (KC)

ED 375 425 CS 214 577

Greengrass, Linda

Picking a Winner: Children as Judges and Evaluators of Picture Books.

PUB DATE- Jul 94
NOTE- 20p.; Paper presented at the Annual Conference of the International Association of School Librarianship (Pittsburgh, PA, July 18-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Childrens Literature; Elementary Education; *Literature Appreciation; *Picture Books; Selection; *Student Participation; Teacher Role
IDENTIFIERS- Bank Street School for Children NY; *Book Awards; *Trade Books

Each year the Bank Street School for Children (New York City) gives the Irma S. and James H. Black Award to the author of a children's book. What sets this award apart from others is that children are involved in the selection of the winning book. Some notes on how that selection process is managed can be helpful to teachers in all schools, whether an actual award is given to the selected author or not because selecting a best book is a pedagogically fruitful task in itself. It stimulates excitement and worthwhile questions and discussions. At the Bank Street School, the evaluation process was revised. Initially, four children from each of the four classrooms in the intermediate classrooms were selected; they rotated as the year went on so more than 12 children had a chance to make selections. Each week each of the 12 chose books from a list and then reported on them the following week. Since children had difficulty making discriminations between those they had read, it became necessary to force them to choose the one they liked best that week. At the end of the year, both the director of this program and the children decided they did not like the process. A new process the following year began with a list trimmed to 35 or 40 by adult readers. The 35 or 40 books were then divided into four groups and rotated through the four classrooms weekly. At the end of each week the children were asked to vote for their three favorite books. (TB)

ED 375 445 CS 508 717

Aufderheide, Patricia
The Broadcast Programming Marketplace after the Children's Television Act of 1990.
PUB DATE- Aug 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; *Broadcast Industry; *Broadcast Television; Educational Television; *Federal Regulation; *Programming (Broadcast); Television Research
IDENTIFIERS- *Childrens Television Act 1990

A study examined the effectiveness of the Children's Television Act of 1990 in altering the marketplace for informational and educational children's programming on commercial broadcast television. Producers and distributors of nationally available series that commercial broadcasters were using in 1993 to meet the requirements of the Act were interviewed. Executives at all networks were also interviewed. The programs' budget, promotion, scheduling and success in the marketplace were considered. Results indicated that the law motivated broadcasters to use programming, but that broadcasters rarely made an effort to give the programs appropriate time slots or promotion. Many programs were low-budget; two that involved serious research received government funding for that research. Findings suggest that the legislation did result in marketplace changes, but that more explicit regulations and more government investment would be needed for quality educational and informational programming to be produced, scheduled appropriately, and promoted adequately to reach target audiences. (Contains 36 references and 2 notes.) (RS)

ED 375 485 EA 026 186

Hansen, Joe B.

Applying Systems Theory to Systemic Change: A Generic Model for Educational Reform.

PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Change; Educational Quality; Elementary Secondary Education; Models; Organizational Development; *Organizational Effectiveness; School Restructuring; *Systems Analysis; *Systems Approach

Although educational reformers frequently use the words "system," "systemic change," and "systemic approach," many lack a fundamental understanding of the systems concept. This paper describes the application of systems theory to the problems of educational reform and educational assessment. It introduces basic concepts and principles and describes a generic model for the application of systems theory to educational reform. Educational reformers should view systems as complex, pluralistic, open, and teleologic. The model must have the following features: (1) an open view of education; (2) recognition of the system's vision, mission, and goals; (3) alignment of the vision, mission, and goals of individuals with those of the system; (4) well-defined methods for promoting communication across barriers and breaking down existing communication barriers; (5) feedback mechanisms to maintain dynamic homeostasis; and (6) action-producing mechanisms to analyze environmental feedback and design the most effective action. Six figures are included. (LMI)

ED 375 525 EA 026 237

Jordan, Daniel W.; And Others

The Supply and Demand Trends of Public School Principals and Administrators in Southwestern Louisiana: 1993-1997.

PUB DATE- Jul 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Characteristics; *Administrator Qualifications; Educational Administration; Elementary Secondary Education; Employment Opportunities; *Labor Supply; *Labor Turnover; *Principals; *Public Schools; Recruitment; Retirement; *Supply and Demand

IDENTIFIERS- *Louisiana

For the past several years, researchers in the field of educational administration have predicted a future shortage of qualified school administrators. In this study questionnaires sent to all public elementary and secondary principals (N=195) in 5 Southwestern Louisiana parishes produced 127 responses, a 67 percent response rate. Questionnaires were also sent to 215 teachers who were certified in educational administration. Findings indicate that the supply population of educators certified as elementary and secondary school principals would likely lead to a shortage of administrators for the years 1993-97. Of the 215 teachers certified as administrators, only 100 expressed willingness to seek principalship positions within the 5-year period. Demand is expected to be high--54 (42 percent) of the 127 principals planned to retire within the five-year time frame. Recommendations are made to: (1) conduct followup studies at state, regional, and national levels; (2) recruit and keep the most qualified students in the teaching profession and encourage them to continue their careers as administrators; (3) recruit women and ethnic minorities into administrative positions. (LMI)

ED 375 583   EC 303 423

Vergason, Glenn A., Ed.; Hutzler, Yeshayahu, Ed.
Issues in Special Education & Rehabilitation, 1993.
PUB DATE- 93
NOTE- 182p.; Issue number 1 is a special issue containing papers presented at the World Congress of the International Association for the Scientific Study of Mental Deficiency (9th).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Delivery Systems; *Disabilities; *Educational Practices; Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; Intervention; Learning Disabilities; Legal Responsibility; Mental Health Programs; Mental Retardation; Models; Multiple Disabilities; Parent Teacher Cooperation; Program Evaluation; *Rehabilitation; Severe Disabilities; Social Workers; *Special Education; Teacher Education

This interdisciplinary scientific journal emphasizes the linkage between special education and rehabilitation services. Selected papers from the first two issues include: "The Impact of Current Issues in Teacher Education on the Preparation of Special Educators" (Patricia Edelen-Smith and others); "Training Teachers and Parents To Work Collaboratively in the Teaching and Training of Children with Disabilities" (Lourdes P. Klitzkie and Heidi Farra San Nicolas); "The Roles of a Social Worker in a Multi-Disciplinary Team in Working with the Mentally Handicapped" (Kam-Shing Yip); "The Evaluation of Intervention Programs in the Care System for Profoundly Mentally and Physically Handicapped Persons" (Ruud van Wijck); "Perspectives and Goals: Central Issues in Intervention" (Han Nakken); "Development and Evaluation of Individual Educational Care Programs for Profoundly Multiple Handicapped Persons" (Carla Vlaskamp); "Pathways to Adulthood for Young People with Special Educational Needs" (G. O. B. Thomson and others); "A Model for the Rehabilitation of the Developmental Retarded: The Small Group" (Leena Heikkila); "Evaluation of the Shift of Responsibility from County to Local Authority for the Education of Intellectually Handicapped in the City of Sodertalje, Sweden" (Lena Thorsson); "Physical Activity in the Mental Health Services: A Survey of the Existing Situation and Needs for Development" (Jorge Glaser and others); "Concerns for Best Practice in Communication Interventions: An Australian Study" (Michael Arthur and others); "Specific Learning Difficulties (Dyslexia): Psychological Research and Educational Practice" (Rea Reason); and "Assessment of Learning Potential in Children with Cerebral Palsy" (Adri Vermeer and Lucie F. Douwes Dekker). (Papers contain references.) (JDD)

ED 375 703   HE 027 787

Bednash, Geraldine
Health Care Reform: Implications of the President's Plan for Nursing Education.
PUB DATE- 94
NOTE- 16p.; Originally a speech given at the 1994 Annual Meeting of the Southern Council on Collegiate Education for Nursing.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Costs; *Educational Change; *Federal Legislation; Health Insurance; Higher Education; Medical Services; Nurse Practitioners; Nurses; Nursing; *Nursing Education; Physicians
IDENTIFIERS- *Clinton Administration; Health Care Economics; *Health Care Reform; Nurse Clinicians; Nurse Educators; Nurse Patient Relationship; Nurse Physician Relationship

This paper discusses factors emerging from the health care reform movement that will shape health care service delivery in general and nursing practice and education in particular. First, cost concerns will increase moves toward managed competition which will, in turn, create changes in service use patterns. These patterns seem overall to tend toward decreased demand for professional nursing staff. These patterns will also eventually see nurses emerge with markedly different employment roles. One such role is likely to be a reshaped clinical nurse specialist role with nurses sometimes substituting for physicians. The current discontinuity between nurse practitioners' education and hospitals' desires to employ advanced practice nursing clinicians has seen a growing trend toward on-the-job training for acute care practice or toward development of acute care nurse practitioner training programs. One of the most important effects of health reform on nursing may be the need to define workforce supply in very different ways resulting in different workforce management and planning. Finally the paper argues that current and future medical research in genetic engineering will dramatically change health care decision-making, a change which nurses must be educated to handle. (JB)

ED 375 254 CE 067 382

Hayes, Elisabeth R.; And Others
Portfolio Assessment in Adult Basic Skills Education: A Pilot Study. Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- 94
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Students; *Basic Skills; *Demonstration Programs; Evaluation Problems; Evaluation Utilization; Guidelines; Instructional Materials; Material Development; *Pilot Projects; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; Worksheets
IDENTIFIERS- 353 Project

A demonstration project was conducted to develop and pilot test a portfolio-based approach to learning assessment in adult basic education (ABE). The portfolio process and materials were developed under the oversight of a project task force after a review of existing portfolio assessment practices. The portfolio assessment approach was pilot tested at 3 sites with a total of 20 students after teachers had attended training workshops. The portfolio process and materials, which were modified several times during the yearlong test, were found to have positive impacts on student participation in the assessment process, needs assessment and instructional planning/organization, and student learning. Major limitations of the portfolio assessment process included the following: large amounts of paperwork and time required, difficulties in getting students to complete the required forms, and students' and teachers' problems with the collaborative assessment process. (Appendixes constituting approximately 60% of this document contain the following: self-test for portfolio development, information about types of portfolios, strategy worksheet, task force membership list and meeting agendas and minutes, study flyer about portfolios, individual student data, list of site visits, modifications of the portfolio materials during the pilot testing, and working and summary portfolio materials.) (MN)

ED 375 368   CG 025 795

Morgan, Toni A.
A Mentoring Model To Develop Future Psychology Academicians: Increasing Teaching Skills and Productivity.
PUB DATE- 23 Aug 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Clinical Psychology; Doctoral Programs; *Faculty Development; Graduate Students; Graduate Study; Graduation Requirements; Higher Education; *Mentors; Modeling (Psychology); *Professional Development; *Psychologists; Research; *Teaching Experience
IDENTIFIERS- *Academicians

Traditional and revised models of psychological training fail to prepare graduate students to be teachers or effective faculty members. This paper addresses the mentoring needed by graduate psychology students who aspire to academic positions. The mentoring of future academicians requires different processes than the mentoring of future clinical practitioners: the behavioral domain of befriending is difficult in the former because the power differential between teacher and student is too strong to overcome through mentoring. It recommends that teaching become part of the clinical psychology internship. Under the supervision of a senior faculty member, student and teacher could determine the amount of research, teaching, and clinical experience the student would desire to have in the role of a faculty member. If the teaching component cannot be done at the pre-doctoral level, then consideration should be given to using "visiting professorships" as a possible post-doctoral internship for those who want to teach. This would allow the aspiring academician to acclimate to the sociopolitical nature of a psychology department faculty before seeking a tenure-track position. (RJM)

ED 375 465 EA 026 157

Pashiardis, Petros

Problem and Dilemma Identification and Formulation As the Most Critical Element of the Decision-Making Process: Behavioral Biases and Characteristics.

PUB DATE- May 94

NOTE- 28p.; Paper presented at the International Intervisitation Programme in Educational Administration (8th, Toronto, Ontario, Canada, and Buffalo, NY, May 15-27, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Cognitive Processes; *Decision Making; *Decision Making Skills; *Educational Administration; Elementary Secondary Education; Evaluative Thinking; Foreign Countries; *Heuristics; *Policy Formation; *Problem Solving

This paper presents an overview of research in the field of decision theory, with a focus on problem and identification. The goal is to make the decision-making process as rational as possible in order to maximize the rational administration of the organization. The decisions associated with educational administration can be categorized as structured (programmed and routine) or unstructured (unprogrammed and more uncertain). In the face of uncertainty, decision makers often utilize labeling of the issues as threats or opportunities. Individual behavioral factors that affect the labeling process include perceptual filters, aspiration levels, capabilities and experience, and stress. The individual decision maker also uses various heuristic devices (rules of thumb) that affect issue labeling, such as elimination by aspect, intuition, anchoring and adjustment, the availability of options, and representativeness. In conclusion, three clusters of factors affect the labeling of issues: (1) the decision maker's (educational leader's) behavioral characteristics; (2) the educational organization's performance level; and (3) the environmental influence and locus of control. The most important is the decision maker and his/her ways of gathering, manipulating, and giving meaning to information. (Contains 72 references.) (LMI)

ED 375 505 EA 026 209

Dlugosh, Larry L.
Why Administrators Move: Factors Contributing to the Turnover of School Administrators in Nebraska.
PUB DATE- Mar 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Career Change; Elementary Secondary Education; *Employment Patterns; Job Satisfaction; Labor Supply; *Labor Turnover; *Occupational Mobility; Quality of Working Life; Relocation; *School Administration; School Districts; Superintendents; *Work Experience
IDENTIFIERS- *Nebraska

This paper presents findings from a study that determined the conditions that encouraged school administrators to move between and among school districts. Data were derived from a survey of 1,010 Nebraska administrators on the membership list of the Nebraska Council of School Administrators. A total of 812 usable responses (an 80.3 percent response rate) were received. Findings indicate that respondents moved in order to improve their salaries, attain higher line positions, or work in larger schools. Unsolicited notes from the respondents pointed to the reality of school politics and personal considerations for administrative movement; many mentioned geographic preferences, stress, and family concerns. A few people did return to the profession after careers in other fields. The most pressing situation concerns the number of administrators who listed retirement as the 5-year career goal (11 percent). Almost one-fifth of superintendents planned to retire within the next 5 years. It is recommended that boards and administrators communicate openly and honestly about mutual expectations, conditions of work career paths, and future plans. Boards should also encourage women and minority populations to attain key administrative positions. Seven tables are included. (LMI)

ED 375 565 EC 303 402

Fuchs, Lynn S.
Connecting Performance Assessment to Instruction. Performance Assessment: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Classroom Techniques; *Curriculum Based Assessment; *Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *Evaluation Methods; Instructional Development; *Student Evaluation
IDENTIFIERS- *Performance Based Evaluation

This booklet explores how a synergy between assessment and instruction can be forged to enhance student outcomes, especially for students with disabilities. The booklet defines and discusses assessment that enhances instruction, provides an overview of important criteria for judging the utility of this type of assessment, describes previous efforts within special education to link assessment and instruction to improve teacher planning and decision making, discusses strengths and limitations of these methods, introduces performance assessment as an approach for strengthening the connection between assessment and instruction, offers a case study illustrating a teacher's use of performance assessment during instructional decision making, discusses how performance assessment addresses the criteria for ensuring a tight connection between assessment and instruction, and notes key areas requiring additional development and research. (Contains 35 references.) (JDD)

ED 375 623 FL 022 455

Knoerr, Helene
Elaboration d'un didacticiel pour l'enseignement de l'intonation
en francais langue etrangere (Explanation of a Computer Program
for Teaching Intonation in French as a Foreign Language).
Publication B-196.
PUB DATE- 94
NOTE- 221p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Computer Software Development; Foreign Countries; *French; *Intonation; Language Research; Linguistic Theory; Oral Language; *Pronunciation Instruction; Second Language Instruction; *Second Languages; Teaching Methods

This report discusses the teaching of French intonation through computerized instruction. In particular, the development of a computer program for teaching French intonation is described and explained. The first part of the report examines the role of oral language instruction in French, including a history and overview of methodologies. The content of oral language instruction, and its difficulties are then examined, and special teacher training needs are noted. The second part of the report focuses on intonation, both in the field of linguistics and in the teaching of French as a second language. In part three, the discussion turns to computer-assisted language instruction, including rationale, types of software, and practical considerations. Part four outlines the principles and elements of software development for French intonation instruction. These include technical, theoretic, and instructional factors, the different needs of teachers and learners, and software evaluation considerations. In conclusion, the short-, middle-, and long-term prospects for completion and use of the software, which is still under development, are discussed briefly. Contains an 18-page list of references. (MSE)

ED 375 644 FL 022 482

English to Speakers of Other Languages. Resource Guide. Second Edition.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Cross Cultural Training; Cultural Pluralism; Eligibility; *English (Second Language); Federal Legislation; Identification; Information Sources; Instructional Materials; Language Proficiency; *Multicultural Education; Program Administration; Program Development; *Public Policy; Resource Materials; Second Language Instruction; Special Education; State Aid; State Government; State Standards; Student Evaluation; Student Rights; Teacher Certification; *Teaching Methods

The resource guide is designed for administrators, teachers of English as a Second Language (ESL), counselors, grade-level teachers, content-area teachers, and other school personnel who work with or make decisions regarding ESL students. Sections synthesize information on and suggest techniques for a variety of topics related to ESL. A section on student rights under federal law addresses legal responsibilities regarding language-minority students and includes relevant federal laws, litigation summaries, and legal interpretations. Another section offers suggestions for addressing first-day issues of enrollment, placement, and scheduling. A third section outlines 13 specific strategies for both ESL and grade-level teachers working with this population, and another offers specific approaches to cultural issues affecting teachers and students in a diverse classroom. Georgia Department of Education policy regarding ESL students and the state-funded program is also detailed, including procedures and criteria for entry-exit, identification and placement, class size, and teacher certification. The final section lists resource organizations, texts and materials, and contacts useful in supporting ESL students and programming. (MSE)

ED 375 664 FL 022 512

Odumuh, Adama Emmanuel
Profile of the Language Situation: Idoma.
PUB DATE- Jun 94
NOTE- 47p.; Paper presented at the Annual Conference on African Linguistics (25th, New Brunswick, NJ, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Alphabets; Community Services; Diachronic Linguistics; Foreign Countries; Geographic Distribution; Indigenous Populations; *Language Classification; Language Patterns; Language Planning; *Language Role; Language Variation; Mass Media; Native Speakers; Phonology; *Public Policy; Religion; Uncommonly Taught Languages
IDENTIFIERS- *Idoma

A discussion of the situation of Idoma, a Nigerian language, begins with different accounts of the language's origin, referring to both local legend and cosmology. It then proceeds to a review of modern linguists' efforts, since 1927, to classify the language. A statistical overview contains information on the number of speakers of Idoma as a first language, bilingual and multilingual speakers, varieties within the language, and structural and functional relationships between varieties. The history of Idoma documentation is included here and phonology and alphabet are outlined. Subsequent sections discuss: government policy concerning language use and choice of language for administrative purposes at local, regional, and national levels, within political and policy-making agencies or functions, in health services, and in the judiciary system; use of Idoma as a medium of instruction, as an academic subject, and in teacher education; the role of the language in research and academic pursuits; Idoma in religious denominations and religion-related services; English, Idoma, and other languages in trade and industry; maintenance of Idoma cultural life and arts, including publications; language choice for television and radio, sports and leisure, local markets and domestic service, and family and friendship networks; and language attitudes and stereotypes. (MSE)

ED 375 685 FL 800 821

Novak, Cynthia Cornell; Smith, Julie
An Immersion Literacy Program for At-Risk ESL Students.
PUB DATE- Apr 94
NOTE- 42p.; Paper presented at the 4C's Convention (Nashville, TN, April 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Failure; *Academic Persistence; Agency Cooperation; College Second Language Programs; *English (Second Language); *Foreign Students; Higher Education; *High Risk Students; *Immersion Programs; *Intensive Language Courses; Intercultural Communication; Liberal Arts; Limited English Speaking; Multicultural Education; Organizational Communication; Program Descriptions; Program Effectiveness; Second Language Instruction; Study Abroad
IDENTIFIERS- *Pepperdine University CA

An intensive immersion program in English-as-a-Second-Language instruction developed at Pepperdine University (California), a small liberal arts college, is described. The program was designed for limited-English-speaking foreign students who are at risk for academic failure without additional English language skills. Focus of this discussion is the importance of informal learning situations outside the classroom, in addition to classroom interaction, in the effectiveness of language learning. The program was initiated by the college's writing center and a task force that considered academic, social, and philosophical and pedagogical issues related to international students' progress. A comparison is made between the problem-solving process of the task force and the process of coping with the nearby firestorms of November 1993. The pilot program in summer 1989 is described, highlighting lessons learned about the value of informal learning situations. Efforts to enhance this aspect of the program, often by taking advantage of community events not previously scheduled, are illustrated through anecdotes and examined with reference to current language-learning theory. Measures of program success are found in an intercultural festival hosted by international students, increased retention and graduation rates, improved interoffice communication, decreased academic failure rate, and greater interest in study abroad. Contains six references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 375 273 CE 067 417

The WELL Strategy. Workforce Education & Lifelong Learning for Education and Economic Reform.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Jan 93
NOTE- 10p.; A project of the San Diego Consortium for Workforce Education & Lifelong Learning. For a related document, see CE 067 418.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Economic Development; *Educational Change; *Labor Force Development; *Lifelong Learning; *Outcomes of Education; School Business Relationship
IDENTIFIERS- America 2000

National concerns linking education and economic development have been stated in "America 2000: An Education Strategy." The America 2000 strategy represents the direction to educational and economic reform in a metaphor of four trains leaving a station on four parallel tracks. However, this misses the point that the tracks are actually related. The Workforce Education and Lifelong Learning (WELL) Strategy emphasizes the interrelatedness of all four of the tracks in the America 2000 strategy. The WELL Strategy addresses the call for educational reform in the schools through reform of education for adults. Track Three, adult education, particularly the education of adults in the work force, is seen as the fulcrum to lever the achievement of the other three tracks because the education of adults transfers intergenerationally to improve the educability of children, makes adults more productive, increases the tax base, and hence provides for better schools and safer communities. (Appendixes include nine references and a figure that depicts adult education as the central point for new investments in education.) (YLB)

ED 375 311 CE 067 479

Oversight Report on Nontraditional Vocational Training for Female Inmates.

PUB DATE- 1 Mar 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); *Correctional Education; Educational Needs; Educational Opportunities; *Females; Financial Support; Needs Assessment; *Nontraditional Occupations; Postsecondary Education; Prisoners; Secondary Education; *Sex Fairness; *State Programs; *Vocational Education
IDENTIFIERS- *Florida

In January 1993, Florida's Correctional Education School Authority (CESA) studied the vocational interests of 125 randomly selected female inmates at the 3 female state correctional facilities in Florida. After two additional informal studies, an interim oversight review was conducted to determine the following: whether CESA was in compliance with state/federal gender equity laws; whether the data compiled by CESA regarding female vocational preferences supported the agency's decision not to pursue implementation of nontraditional vocational education (VE) programs for female prisoners; and whether VE programs for males and females are funded equally. It was concluded that the female inmate vocational preference inventories taken by CESA in March 1993 were statistically flawed and an invalid measure on which to base VE service delivery programming to female inmates and that CESA spent more money on male programs in the previous fiscal year than on total programming for females over the past 5 fiscal years. It was recommended that Florida's state legislature take immediate action to eliminate the identified inequalities between VE programs for male and female inmates. (Appendixes constituting approximately 50% of this document contain the report "Preliminary Vocational Program Survey of Female Inmates" and a review of the study and its findings.) (MN)

ED 375 349 CG 025 683

Twohey, Denise
Can We Talk? Case Studies Regarding Gender and Intimacy.
PUB DATE- Aug 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attachment Behavior; Case Studies; Females; Interpersonal Relationship; *Intimacy; *Language Attitudes; Males; Psychological Patterns; Relationship; Self Disclosure (Individuals); *Sex Differences; *Sex Role; Sex Stereotypes
IDENTIFIERS- *Gender Aware Therapy; *Gender Issues; Mutuality

Gender inevitably influences intimacy. This paper examines how gender differences can inhibit intimate relationships. In the analysis of two cases, it was observed that the researcher unconsciously had a tendency to defer to male perspectives regarding intimacy, and suggests that many female clients may do the same. Researchers have speculated that women and men express themselves and respond differently: women strive toward relationship and mutuality, whereas men seek autonomy and authority. The key issue revolves around "voice." Frequently, society misrepresents a woman's voice--a metaphor to represent self-definition--deeming it ill-formed in some way. Women who desire increased mutuality and a deeper emotional connection with their partner should be encouraged and not be treated as aberrant. In the above cases, the men's incapacity or unwillingness to provide a context for the women's continued growth created difficulties. The men strove for independence, making the women seem cloying or needy. The women seemed unclear about what they wanted--their relational "selves" had been invalidated by a culture which emphasizes independence over relationship. It was found that even an effective therapist for these women can become caught up in the hopelessness of these women's implicit requests for greater mutuality and intimacy. (Contains 39 references.) (RJM)

ED 375 446 CS 508 718

Ramaprasad, Jyotika
Relationship of Purchasing, Brand, and Self Involvement with Advertising Interactions and Beliefs among Malaysian Students.
PUB DATE- Aug 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Audience Analysis; Consumer Economics; Foreign Countries; Higher Education; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Malaysia

A study examined Malaysian students' involvement with purchasing, with branded products, and with themselves as well as their responses to and beliefs about advertising, by ethnic group. Subjects, 387 students at a university in Penang, Malaysia, completed questionnaires measuring their responses to advertising. Results indicated a relatively high purchasing involvement, average brand involvement, and a somewhat individualistic orientation to purchasing, as well as average interactions (attention to, influences of, etc.) with advertising, and average to negative beliefs about social and economic aspects of advertising. Results also indicated that purchasing involvement was negatively related to social beliefs about advertising, and brand involvement was related to the functional value and influence of advertising on purchase. Explanations for many of the findings are the stage of development of Malaysia as a consumer society and the strong government and consumer association efforts to regulate advertising and educate consumers about it. (Contains 63 references, three notes, and four tables of data.) (RS)

ED 375 486 EA 026 187

Tirozzi, G.; Jones, T.
Current School Funding Policy Issues in Connecticut.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; Block Grants; De Facto Segregation; Educational Assessment; *Educational Equity (Finance); Elementary Secondary Education; *Finance Reform; *Financial Policy; *Public Schools; Racial Composition; School Support; *State Standards; Statewide Planning
IDENTIFIERS- *Connecticut; Sheff v O Neill

A recent court case, Sheff vs. O'Neill has centered Connecticut's attention on the fact that its public schools are largely segregated by race/ethnicity (80% of the state's minority student population are clustered in 18 of 166 school districts while 140 others are more than 90% white). This paper discusses financing the cost of higher standards for student achievement, with a focus on assessing student progress, implementing accountability models for schools and local education agencies, developing comprehensive preschool programs, reducing central bureaucratic controls, and shifting from categorical funding to block grant funding. A review of school finance history in Connecticut shows how the fragmentation of local governments led to concentrations of wealth and poverty within towns, and to substantial economic differences among them. Future directions for school finance are briefly examined with regard to school desegregation, early childhood education, and social services. (LMI)

ED 375 526 EA 026 238

McQuillan, Patrick J.
Ritual Reaffirmation of Individualism in High School Assemblies.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Access to Education; *Assembly Programs; Beliefs; Cultural Images; Democratic Values; *Educational Opportunities; Ethnography; High Schools; *Ideology; Individual Power; Mythology; *Socialization; *Social Mobility

By looking at three high school assemblies, this paper addresses the resolution of a tension generated by the interplay of the American egalitarian belief in the right of all persons to equal educational opportunities and the potentially countervailing belief in individualism and individual achievement. That is, while American society espouses a belief in the right of every citizen to equal educational opportunity, there are vast discrepancies in the educational outcomes experienced by its citizens. To resolve any dissonance generated by what might appear to be an inequitable and undemocratic development, American society relies extensively on the "myth of educational opportunity." This paper focuses on three school assemblies held at one high school that served as rituals that both transmitted and affirmed cultural values. It shows how the myth of educational opportunity was promoted and how cultural interpretations were enacted and reproduced in the process of formal schooling. The assemblies promoted the myth of educational opportunity in a ritualized fashion by altering spatial and temporal dimensions of these events, by highlighting particular cultural values, and by having heroes who embodied these cultural ideals deliver the talks. Various persons (including students, teachers, and administrators) shared many of these heroes' perceptions regarding individualism and the myth of educational opportunity. Although these assemblies represented efforts by the speakers, teachers, and school system to help students achieve by increasing their motivation, the viewing of student achievement through the lens of American culture predisposed these people to understand student success and failure as an individual phenomenon attributable to individual initiative and determination. Contains 47 references. (LMI)

ED 375 546 EC 303 383

Kaiser, Ann P.; And Others
Enhanced Milieu Teaching: An Analysis of Applications by Interventionists and Classroom Teachers.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 3 Jun 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Skills; Ethnography; *Generalization; Interpersonal Communication; *Intervention; *Language Acquisition; *Mental Retardation; Preschool Children; Preschool Education; *Teaching Methods; *Transfer of Training
IDENTIFIERS- *Milieu Teaching

This study investigated effects of the application of Enhanced Milieu Teaching (EMT) with four preschool children with developmental disabilities during interactions with three primary conversational partners. The study involved a multiple baseline (probe) across two children which was replicated across two additional children. Within that framework was nested a multiple baseline across three communication partners (trainer, teacher, and peer) for each child. An ethnographic description of the classroom before and after the intervention was also completed. The EMT intervention combined environmental arrangement, responsive interaction strategies, and selected uses of milieu teaching to facilitate child engagement. It also included context specific modeling of language and limited incidental teaching to teach specific language targets. The study found: (1) the effects of the intervention on children's use of target language were consistent across children and conversational partners; (2) there was very little generalization from the trainer-implemented intervention to the teacher-child baseline; and (3) there was evidence of generalization of target language use to interactions with peers for only one child. However, introduction of EMT by a second adult partner quickly produced changes in children's communication in the second training context. Tables and graphs detail study methodology and findings. (DB)

ED 375 604   EC 303 444

Silverman, Linda Kreger, Ed.
Attention Deficit Disorders.
PUB DATE- 94
NOTE- 20p.; In: Silverman, Linda Kreger, Ed.; Knopper, Dorothy, Ed. Understanding Our Gifted. Volume 6, Issues 1-6, September 1993-August 1994; see EC 303 439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Attention Deficit Disorders; Elementary Secondary Education; *Gifted; *Gifted Disabled; *Intervention; *Student Characteristics; Symptoms (Individual Disorders)
IDENTIFIERS- Perfectionism

This journal theme issue focuses on attention deficit disorders (ADD) in gifted children. "Gifted Children with Attention Deficit Disorder" by Deirdre V. Lovecky outlines symptoms of ADD, types of ADD, issues of giftedness, strengths of gifted children with ADD, and methods for helping gifted children with ADD. "The Perplexed Perfectionist" by George W. Dorry accepts the positive and negative sides of perfectionism, notes the high personal and interpersonal expectations of gifted children with attention deficit/hyperactivity disorder, and describes treatment of these children by encouraging them to accept approximations of the perfect solution to a problem and by building steps of new learning that help the child to step away from dependence gradually. A special feature titled "ADHD or Gifted?" presents a dialogue with Sharon Lind and Linda Silverman which reviews 13 questions parents and teachers should ask to determine the child's need for special services. Regular columns discuss revisiting childhood, the dangers of ignoring the gifted, literature resources, creative ventures, and turnabout children. (JDD)

ED 375 292 CE 067 449

Coordination of Job Training Partnership Act and Occupational Education: The Goal--More Effective Services.

PUB DATE- May 93
NOTE- 26p.; Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Planning; *Coordination; Educational Cooperation; Educational Legislation; Educational Planning; Federal Legislation; Federal Programs; *Job Training; Partnerships in Education; Postsecondary Education; Public Policy; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Nevada

In December 1991, the Nevada Workforce Group and Nevada Workforce Agencies (NWA) were formed in an effort to expand/improve joint planning and collaboration between occupational education (OE) and job training (JT) throughout Nevada. The NWA consists of the directors, administrators, or designated representatives of 13 state agencies involved in OE/JT. In August 1992, the NWA undertook a project to assess and extend/improve the coordination of Job Training Partnership Act (JTPA) and OE programs in Nevada. Ten points related to enhancing coordination were discussed at six meetings between the NWA and local partners at three sites in northern, southern, and rural Nevada. It was concluded that Nevada's lack of a comprehensive policy for work force development has resulted in fragmented OE/JT efforts largely supported by federal funds. The following actions were recommended: Nevada should develop a structured policy recognizing the need for OE/JT providers to share responsibility for work force development and directing state financial contributions accordingly; the legislative support and state appropriations needed to support coordination should be identified and reported annually; and local recipients of OE/JTPA should submit reports justifying their use of federal funds and summarizing local coordination efforts and activities. (MN)

ED 375 330 CE 067 529

A Single Harmonised Qualifications Framework. Report of the Ministerial Tertiary Lead Group.
PUB DATE- Nov 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Credentials; *Degree Requirements; *Degrees (Academic); Developed Nations; *Employment Qualifications; Foreign Countries; Higher Education; Vocational Education
IDENTIFIERS- *National Qualifications Framework (New Zealand); *New Zealand

The Tertiary Lead Group in New Zealand created a national qualifications framework to incorporate all types of degrees given by colleges and universities. This report describes the process undertaken, the principles to be considered and the issues to be addressed, the benefits of such a national system, the features and specifications proposed, and how control of the system would be handled. Twenty-eight recommendations are presented. The report includes the following seven appendixes, making up half the document: (1) terms of reference; (2) presentations and submissions; (3) example of a standard; (4) New Zealand Qualifications Authority approved degrees as of November 1, 1994; (5) New Zealand Vice-Chancellors' Committee and New Zealand Qualifications Authority degree approval and accreditation criteria; (6) standards-setting bodies; and (7) National Qualification Framework fields. Contains 27 references. (KC)

ED 375 388 CS 011 863

Dudley-Marling, Curt, Ed.; Searle, Dennis, Ed.
Who Owns Learning? Questions of Autonomy, Choice, and Control.
PUB DATE- 95
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Environment; *Educational Change; Elementary Education; *Ownership; *Reading Instruction; Special Needs Students; Teacher Education; Teacher Role; Whole Language Approach; *Writing Instruction
IDENTIFIERS- Student Empowerment

Noting that current theory and practice in literacy education emphasizes the importance of student independence, autonomy, and choice (commonly referred to as "ownership"), this book presents 14 essays that discuss what ownership means and how teachers can encourage students to take responsibility for their learning. Although student ownership has become a guiding principle in literacy education through the influence of whole language and writing process literature, the book notes that literacy educators find the concept of ownership a "slippery" concept. Essays in the book are: (1) "Complicating Ownership" (Curt Dudley-Marling); (2) "Understanding Ownership in Classroom Interaction" (Dennis Searle and Curt Dudley-Marling); (3) "Students and Teachers: Sharing Ownership and Responsibility in Reading" (Lynn K. Rhodes); (4) "Reading with Friends: A Peer-Tutored Reading Program" (Odette Bartnicki); (5) "Self-Reflection: Supporting Students in Taking Ownership of Evaluation" (Cheryl K. Ames and Hilary Sumner Gahagan); (6) "Integrating Social Studies and Whole Language in a Middle School: Finding a Core in Chore" (Mary Burke-Hengen); (7) "Lessons from Little Bear" (Susan Stires); (8) "Ownership for the Special Needs Child: Individual and Educational Dilemmas" (Cora Lee Five); (9) "The Power of Influence: Effecting Change by Developing Ownership" (Margaret Stevenson); (10) "Dialectics of Ownership: Language as Property" (Patrick Shannon); (11) "Writing a Difference in the World: Beyond Ownership and Authorship" (Catherine DuCharme and others); (12) "Liberating Student Intention and Association: Toward What Ends?" (Timothy J. Lensmire); (13) "Scaffolding: Who's Building Whose Building?" (Dennis Searle); and (14) "Teaching and Learning Together in Teacher Education: 'Making Easter'" (David Dillon and others). (RS)

ED 375 407 CS 214 556

Bruder, Carolyn R.
"Making the Devil Useful": Film Studies in the English Curriculum.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; *English Departments; *Film Criticism; *Film Study; Higher Education; Literary Criticism; Mass Media Use
IDENTIFIERS- Film History; Text Factors; Visual Communication

Film is not often taught for itself and by itself; it is too often viewed as the handmaiden of literature. More often than not it is taught in English departments because: (1) like novels, poems, plays and philosophical arguments, it is a humanistic text; (2) film writers and directors have historically turned to literary texts as their source material; and (3) literature and movies intersect as narrative, and thus their critics are likely to share analytical methods and goals. Unfortunately, English departments have consistently, almost universally used film as a means to another end--to inspire students, to help clarify a literary work, to study adaptation or screen writing. However, instructors and scholars owe this "singular art form of the 20th century" (James Monaco's label) better treatment. Moving visual images--whether encountered in film or via more recently developed vehicles such as video tapes, videodiscs, or interactive CD--pervade modern lives. The film medium is something that scholars and instructors too easily look right through, concentrating only on its subject matter, its story. Scholars and instructors need to examine the medium itself, to learn about its technology, its images; its sound techniques, the effects of lightning and color. They need to learn its history, its major genres, its aesthetic theories. It is good for them and their students to use cameras. (TB)

ED 375 426 CS 214 578

Heusel, Barbara Stevens
"It's Not Fair, Is It, Hally?": African and African American Literature in the Classroom.
PUB DATE- 8 Apr 94
NOTE- 6p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Cultural Pluralism; Higher Education; Ideology; Literature Appreciation; *Racial Attitudes; Theory Practice Relationship
IDENTIFIERS- African Americans; Fugard (Athol); Morrison (Toni); *Response to Literature

Athol Fugard's "Master Harold...and the boys" and Toni Morrison's "Bluest Eye" underscore the necessity of encouraging and providing opportunities for African American students to explore their own constructions of self. In the former work, "It's not fair, is it Hally?" becomes a universal human refrain at the same time that it becomes, at another level, a stick that whites can use to beat blacks out to the margins of society. In the latter work, Claudia, the protagonist, manages to construct a self which eschews self-hatred, partly using Pecola as her other. Pecola, however, has a much more difficult time contending with her anger and shame because by white standards she is ugly; she is ashamed because the white storekeeper fails to validate her presence. If instructors are to help students respond to Morrison's call for love of self, they must talk about the construction of themselves so they have the strength to make a difference in a multicultural makeup of their own institutions. Perhaps the questions that Morrison problematizes are applicable: (1) Why do black women, according to the narrator of her novel, use the eye slide when they approach white girls?; (2) What is the magic that Morrison suggests little white girls, and little white dolls weave on whites and on black women?; and (3) Why might Claudia, the narrator, transfer her hatred of white dolls to little white girls? African literature and African American literature speak eloquently to students as they explore their own constructions of self. (TB)

ED 375 566 EC 303 403

Elliott, Stephen N.
Creating Meaningful Performance Assessments: Fundamental Concepts. Performance Assessment: CEC Mini-Library.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Curriculum Based Assessment; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Student Evaluation; Teacher Made Tests; *Test Validity
IDENTIFIERS- *Performance Based Evaluation

This booklet examines fundamental technical and implementation issues involved with large-scale, on-demand performance assessments and teacher-constructed, classroom-based performance assessments, especially for use with students who have disabilities. It discusses definitions and core concepts, outlines theoretical matters, reviews research on performance assessment, examines sources of validity evidence, addresses technical challenges such as alignment of task content with curriculum and "linking" assessments to compare results over time, and analyzes steps in the development and interpretation of an assessment task. The booklet concludes that: (1) apparently, all students can benefit from the classroom use of performance assessments; (2) many of the technical concerns are minimized at the classroom level, given the lower stakes associated with classroom-based decisions; and (3) with regard to the use of performance assessments in statewide assessment programs, where stakes are presumed to be high, more data are needed to temper dogma and ensure quality. (Contains 55 references.) (JDD)

ED 375 584 EC 303 424

Cummins, Jeannie

Making a Difference: Career Opportunities in Disability-Related Fields. Project P.I.E.: Participation, Independence and Empowerment of Youth through Leadership Development.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

PUB DATE- Dec 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Career Awareness; Careers; *Disabilities; *Employment Opportunities; *Employment Qualifications; Higher Education; *Special Education

IDENTIFIERS- *University Affiliated Training Programs

This handbook offers an introduction to a comprehensive array of disability-related careers. The first eight sections examine occupations that involve direct contact with people who have disabilities. The direct service careers are organized according to the particular type of service offered: advocacy, counseling, education, health and medicine, therapy, residential, vocational services, and other direct service careers. Each career description contains information on job duties, career specialties and related positions, employment settings, populations served, salaries, education and credentialing requirements, and additional information sources. The ninth section, "Indirect Service Careers," looks at occupations that involve less intensive contact with people who have disabilities. Appendixes contain minimum education and training requirements and a list of University Affiliated Programs to help in locating college programs in specific fields of interest. (Contains 14 references.) (JDD)

ED 375 704 HE 027 788

Goldstein, Philip J.; And Others
Contract Management or Self-Operation: A Decision-Making Guide for Higher Education.
SPONS. AGENCY- Council of Higher Education Management Associations, Washington, DC.
PUB DATE- 93
NOTE- 98p.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; Contracts; *Decision Making; *Educational Economics; Educational Finance; *Higher Education; Policy Formation; Private Sector; Privatization; School Business Relationship; School Policy
IDENTIFIERS- *Contract Management

This guide offers an objective framework for deciding whether self-operation or contract management (also known as privatization or "outsourcing") will best serve the goals and objectives of an individual institution of higher education. The guide is organized into four chapters. Chapter 1 briefly outlines the evolution of contract management in higher education and presents six real-life scenarios in which institutions faced the decision. Chapter 2 presents an approach that can be used by managers of any functional area as well as an institution's chief business officer to identify, assess, and interpret the many issues that will need to be considered before choosing the right management approach for an institution. Chapter 3 shows how the principles previously explained can be applied to facilities, bookstores, dining services, administrative computing, child care, and security. Chapter 4 revisits the six case vignettes of the first chapter and reveals the operating model that was selected for each case and why. Appendixes include sample contract sections, building the evaluation criteria, and a directory of higher education management associations. (JB)

ED 375 255 CE 067 386

Drier, Harry N.
Out of Uniform. A Career Transition Guide for Ex-Military Personnel.
PUB DATE- 95
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Change; *Career Choice; *Career Development; Career Planning; Early Retirement; Employment Interviews; Employment Opportunities; *Job Search Methods; *Midlife Transitions; *Military Personnel

This book is designed to help career military personnel make the transition to civilian life and careers. The first 14 chapters cover targeted issues and include many tips on how to cope with each important aspect of the transition. Topics include the following: psychology of transition, helping the family with the transition, financing the transition, goal setting, planning for the future, testing options, college, the job search, the job market, researching target companies, developing one's own labor market, networking, and case studies. These chapters are followed by a methods section of short checklists, examples, and formats for seven specific tasks the job seeker will need to perform: skill training, scheduling time, resumes and application forms, cover letters, portfolios, interviewing, and follow-up communication. Five appendixes provide additional information in the following categories: military organizations, recommended reading, resources and assistance, veterans' benefits, and foreign opportunities. (KC)

ED 375 369 CG 025 796

Diver-Stamnes, Ann C.
Simulating Society: An Experimental Approach to Teaching Race/Class Relations.
PUB DATE- 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Ethnicity; *Experiential Learning; Learning Strategies; *Racial Attitudes; *Role Playing; Secondary Education; Simulated Environment; *Simulation; Social Attitudes; *Social Bias; Student Experience; Teaching Methods
IDENTIFIERS- California (Los Angeles); California (Watts)

In Los Angeles, racial demographics have changed radically in the past 30 years resulting in inevitable tensions in the school. This paper reports on a classroom simulation of ethnicity/race and class relations. Students adopted the roles of three polarized and rigid "color groupings": (1) Greens--ruling class, wealthy since birth; (2) Blues--working class, children and grandchildren of immigrants; and (3) Grays--extremely poor, lacking in education and marketable skills. Each student randomly selected a group, to mimic the "accident of birth," and memorized his or her group's behavior. Students then gave themselves a new name and attempted to find people of their own color group without asking another person to state his or her color. Participants quickly adopted their given roles while reflecting a splintered society. Emotions ran high and the project leader insisted that no one engage in physical contact during the simulation and that voices not be raised. Many students professed surprise at the intensity with which they felt their adopted position. Per student suggestions, adult supervision in such simulations should be kept to a minimum. Two appendices list each color group's behaviors and give detailed directions for simulation participants. (RJM)

ED 375 466 EA 026 158

Hosack, Mary Browne
Improving Communication Skills among High School Assistant Principals To Increase Administrative Team Effectiveness.

PUB DATE- May 94
NOTE- 53p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; *Assistant Principals; *Communication Skills; Group Unity; High Schools; *Interpersonal Communication; *Interprofessional Relationship; *Teacher Administrator Relationship; Teamwork

This paper describes a practicum program that was developed to increase the effectiveness of the administrative team at one high school. A lack of communication skills had prevented the target group from working together as a team. Strategies included role-play activities, workshops, and communication skill-development meetings. A series of surveys were administered to the administrative team and the entire school faculty to measure change in the team's effectiveness and faculty members' attitudes. Two out of four program objectives were achieved: (1) the team members reached consensus on a series of hypothetical discipline scenarios; and (2) they reported in a self-evaluation survey that they had improved their communication skills. However, the faculty did not consistently rate the administrators' skills as significantly improved, nor did they perceive the administrators as enforcing rules fairly. It is recommended that the school develop an inservice program for teachers in conjunction with the administrative inservice program. Appendices include samples of the scenario evaluation form, the Administrative Communication Self-Evaluation Survey, the Administrative Team Effectiveness Survey, and the Climate Survey. (LMI)

ED 375 506 EA 026 210

Dlugosh, Larry L.; Sybouts, Ward
How Superintendents and School Board Members View School Restructuring.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Boards of Education; *Educational Change; Educational Objectives; Elementary Secondary Education; *School Restructuring; *Superintendents

Although school restructuring and school reform are widely talked about topics in educational administration, a difficulty exists in coming to an agreement about definitions of terms. This paper presents findings from a study that surveyed school district superintendents and school board members from 362 school districts in a seven-state area (Missouri, Iowa, South Dakota, Nebraska, Kansas, Colorado, and Wyoming). The purpose of the study was to determine: information about their perception of what school restructuring will accomplish; what they view as important ingredients of school restructuring; what factors will influence restructuring; and what current educational or political emphasis they associate with restructuring. Responses were received from approximately 74 percent of the superintendents and 40 percent of the board members. Findings showed that both groups were in general agreement on issues associated with school restructuring. They agreed about the key words they used to describe school reform and the factors influencing reform. Outcome-based education, strategic planning, cooperative learning, site-based decision making, and total quality management were viewed as the top five descriptors of school restructuring techniques. School vouchers, home schooling, the New America Schools Corporation, and the Edison Project were not reported as terms associated with school reform. In general, officials from smaller schools viewed restructuring less positively than did those in larger schools. Ironically, although most respondents supported the perceived outcomes of restructuring, only slightly more than 4 percent indicated that most or all of the current components of the public educational system needed to be changed. Change may be slow in coming if left to those on the "inside" to facilitate reform. Contains 8 tables and 13 references. (LMI)

ED 375 624   FL 022 456

Hughes, Arthur
Testing for Language Teachers.
PUB DATE- 89
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aptitude Tests; Foreign Countries; Grammar; *Language Teachers; *Language Tests; Oral Language; Reading Tests; *Second Languages; *Test Construction; *Testing; Test Interpretation; Test Reliability; Test Use; Test Validity; Vocabulary Development; Writing Evaluation

The book is designed to help language teachers write better tests, taking the view that test construction is an exercise in problem-solving, with every teaching situation presenting a different problem that an understanding of the underlying principles of testing can help solve. Examples are given from testing of English as a Second Language (ESL). The first chapter discusses the relationship between teaching and testing, and the second presents the notion of testing as problem-solving. Various kinds of tests (proficiency, achievement, diagnostic, placement) and testing (direct/indirect, discrete-point/integrative, norm-referenced/criterion-referenced, objective/subjective, communicative) are reviewed in the third chapter. Test validity and reliability are discussed in chapters 4 and 5. The potential for "beneficial backwash," or learning from the testing experience, is explored in chapter 6. Chapters 7 and 8 outline stages in test construction (writing specifications, writing the test, pretesting, validation) and techniques for testing overall ability through multiple-choice items. Five subsequent chapters discuss testing techniques in relation to particular abilities: writing; oral ability; reading; listening; and grammar and vocabulary. A final chapter lists considerations and procedures in test administration. An article on statistical analysis of test results, questions from one standardized English test, a bibliography, and an index are appended. (MSE)

ED 375 645 FL 022 483

Grammar and the Lexicon. Working Papers in Linguistics 16.
PUB DATE- 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; Form Classes (Languages); *German; *Grammar; *Language Patterns; Language Research; Linguistic Theory; Prefixes (Grammar); Semantics; *Spanish; Verbs; *Vocabulary Development
IDENTIFIERS- Anaphora; Clitics; Ergativity

In this volume, five working papers are presented. "Minimal Signs and Grammar" (Lars Hellan) proposes that a significant part of the "production" of grammar is incremental, building larger and larger constructs, with lexical objects called minimal signs as the first steps. It also suggests that the basic lexical information in grammar is essentially semantic in nature, with syntactic properties deducible by general principles. A system of features representing the most important properties in lexical description is outlined. "Derived Delimiters" (Anneliese Pitz) discusses effects of prefixation in German with respect to the delimitedness of a situation: in some cases, prefixes act as delimiters together with verbs, while in other cases they select the spatial extent of the object as delimiter. In "The Lexical Semantics of Ergative Verbs in German" (Anja J. Seibert), grammatical behavior of these verbs is explained by their semantic, not syntactic, specification. "The Monotonic Participant" (Ingebjorg Tonne) sketches a system relating the monotonic participant to the verb through aspectual features. Two principles are derived in the system, semantically restricting verb environments and narrowing syntactic possibilities of construction. "Semantic Information in "se"-Constructions in Spanish" (Angel Miguel Almagro) looks at constructions in which the clitic is used anaphorically related to the subject. Each paper contains references. (MSE)

ED 375 665 FL 022 513

Kauffman, Dorothy
A Profile of Content-ESL across the United States.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Classroom Techniques; Curriculum Design; Elementary Secondary Education; *English (Second Language); *Instructional Materials; National Surveys; *Program Design; Second Language Programs; *Student Characteristics; Teaching Methods
IDENTIFIERS- *Content Area Teaching

A national survey investigated the extent and design of programs in which content instruction is combined with instruction in English as a Second Language (content-ESL). Findings are summarized here. Is was found that about 15 percent of all public schools, and all states, have such programs, with heaviest concentration in the south and southwest United States. Most are offered in early elementary grades, and most serve Spanish-speakers. Almost half use students' native languages in the classroom. Most participating students are from low-income families. Social studies, science, and math are the most common subject areas, but overall, over 100 subject matter types are taught. A large percentage use curricula and materials designed especially for them, teacher-made tests (particularly in secondary schools) and portfolio and progress assessment (especially in elementary schools), and teacher-designed materials. Different patterns of instruction were found at different instruction levels. Characteristic instructional practices were investigated, including school-community partnerships, professional development and collaboration opportunities, degree of integration of ESL students into the school program, appreciation of linguistic/cultural diversity, design of instructional sequence, and type of classroom strategies used. A brief bibliography is included. (MSE)

ED 375 686 FL 800 822

Solorzano, Ronald W.
Instruction and Assessment for Limited-English-Proficient Adult Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Cultural Background; *Daily Living Skills; Educational Needs; Educational Objectives; Educational Strategies; *English (Second Language); Evaluation Methods; Instructional Improvement; *Language Processing; Limited English Speaking; *Literacy Education; Second Language Learning; Skill Development; Speech Skills; Student Evaluation; Thinking Skills; *Writing Instruction
IDENTIFIERS- *Biliteracy

The report and review of literature discusses instructional and assessment practices associated with limited-English-proficient (LEP) adults, and recommends that literacy providers use alternative forms of instruction and assessment for this population that are based on: (1) an explicit emphasis on writing; (2) use of the learner's own cultural experiences; and (3) the teaching of cognitive skills and their relationship to real-life text-processing demands. The confusion surrounding English oral proficiency and English literacy is examined, as is the role that native language literacy plays in development and subsequent acquisition of the second (i.e., English) language. It is concluded that by teaching for and emphasizing literacy rather than oral language proficiency, LEP adults are aided in coping better with ever-increasing literacy demands of society. An appended table illustrates a recommended instructional approach to dual (native language/English) literacy development. Contains 64 references. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 375 274   CE 067 418

Sticht, Thomas G.

The San Diego CWELL Project. Report of Progress. September 1992 - February 1994.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- 1 Mar 94

NOTE- 34p.; A project of the San Diego Consortium for Workforce Education & Lifelong Learning. For a related document, see CE 067 417.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; *Adult Programs; Community Colleges; *Educational Research; Educational Technology; Labor Force Development; *Lifelong Learning; Marketing; Masters Degrees; Outreach Programs; Postsecondary Education; State Programs; *Youth Programs

IDENTIFIERS- California; Consortium for Workforce Educ and Lifelong Learn

The San Diego Consortium for Workforce Education and Lifelong Learning (CWELL) has as its mission the improvement of education and training of out-of-school youth and adults, especially those who do not plan to go to college. It provides a working model of how the California State University and California Community College systems can work together to meet the recommendations of the California Workforce Literacy Task Force for professional development and action research to improve the education and training of California's out-of-school, undereducated youth and adults. A new specialization within the existing Master of Arts in Education degree program has been developed--a concentration in educational technology. The WELLS (Workforce Education and Lifelong Learning Specialist) program has been established in the Department of Educational Technology at San Diego State University in recognition of the expanding role that technology is and will be playing in providing education to out-of-school youth and adults. Outreach and marketing activities include briefings and national teleconferences. An Action Research Center has been established with staff from both outside and inside the San Diego Community College District, Division of Continuing Education. An interactive, participatory approach to research is being followed. In following a second approach to research, a "bottom up" approach of inquiry, staff have engaged in the "teacher as researcher" project, "student as researcher" project, and "researcher as practitioner" activities. (YLB)

ED 375 312   CE 067 480

Alternative Designs for Evaluating Workplace Literacy Programs. Conference Proceedings and Commissioned Papers at the "Design Guidance for Evaluating Workplace Literacy Programs" Work Group Conference (Washington, D.C. April 13, 1993).

SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- Jun 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Programs; Articulation (Education); *Educational Research; Evaluation Criteria; *Evaluation Methods; *Evaluation Research; *Literacy Education; Longitudinal Studies; Models; Outcomes of Education; *Program Evaluation; *Research Methodology
IDENTIFIERS- *Workplace Literacy

This document contains the five papers presented at a meeting at which key issues in evaluating workplace literacy programs were discussed. In "Key Components of Workplace Liteacy Projects and Definitions of Project 'Modules,'" Judith A. Alamprese describes the context for evaluating the National Extension Program, components of workplace literacy programs, and validation of program components. Design alternatives for a national program evaluation and design options for an effective practices study are explored by Jorie W. Philippi in "Measuring Workplace Literacy Program Effectiveness: Evaluation Purposes and Methodologies." In "Advantages and Disadvantages of Longitudinal Designs for Evaluating Workplace Literacy Programs," Elisabeth Hayes examines the following: the short-term nature of literacy gains, random assignment versus other methods, availability of comparison/control groups, and practical feasibility of alternative designs and procedures. The last two papers, "Articulation and Measurement of Participant Outcomes in Workplace Literacy Programs" (Larry Mikulecky) and "Articulation and Measurement of Program Outcomes" (Anthony R. Sarmiento), focus on the relationships between curriculum/instructional design and various participant/program outcomes and assess the availability and appropriateness of data and various data collection methods. Most papers include substantial bibliographies. Appended are the work group conference agenda, biographies of the presenters, and a list of work group participants. (MN)

ED 375 350 CG 025 722

Supporting Schools Against Bullying: The Second SCRE Anti-Bullying Pack.
PUB DATE- 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Aggression; *Antisocial Behavior; Behavior Problems; Children; *Elementary School Students; Elementary Secondary Education; Foreign Countries; *Secondary School Students; *Student Behavior; Student Subcultures
IDENTIFIERS- *Bullying

This information pack gives practical ideas to support school action against bullying. Included in the materials are two booklets (one for teachers, one for parents) and supporting information. The teachers' booklet suggests ways non-teaching staff and school board or governing bodies can act to support the school against bullying. It also discusses how to work with pupils' families. The family booklet offers advice and information to pupils and their families about what to do if children are bullied or are bullies at school. The support materials include scenarios, information sheets, and "finding out" strategies. The scenarios are intended as discussion starters for non-teaching staff and parents. They illustrate different kinds of bullying behavior, and raise questions about home-school relations and about the role of non-teaching staff in taking action against bullying. The information sheets provide details on the following: improving and developing safe playgrounds; updates on books, articles, and workshop materials; and information about organizations which can offer advice about bullying. The three finding out sheets give ideas about gaining awareness of bullying in your own school. The aim of the pack is to support schools working with their local communities to tackle bullying. (RJM)

ED 375 447 CS 508 719

Gustafson, Robert L.; And Others
Objectionable Advertising: A Q-Sort Comparing the Perceptions of Baby Boomers and Generation X.
PUB DATE- Aug 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Advertising; *Baby Boomers; Higher Education; Mass Media Effects; Media Research; Q Methodology; *Sexuality; *Student Attitudes
IDENTIFIERS- *Advertising Effectiveness; *Generation X

A study examined similarities and differences between the reactions of Baby Boomers (age 29 to 47) and members of Generation X (age 17 to 28) to 35 objectionable magazine advertisements. In an earlier study, 29 students in an advertising campaigns course ranked the objectionable advertisements (identified by students in an introductory course) by means of a Q-sort followed by personal interviews. A convenience sample of 27 Baby Boomers (consisting mainly of business people and homemakers) was drawn from residents of central Indiana and Chicago, Illinois. The advertisements, of which the majority featured nudity and explicit sexual suggestiveness, were tested using a Q-sort, followed by a personal interview, to determine respondents' rankings of the advertisements and their reasoning. Two factors emerged from the sorts of the 27 Boomer respondents: "Thirtysomethings" (most of whom were in their 30s) and "Fortysomethings" (most of whom were in their 40s). Sorts of the earlier study indicated that two factors emerged for the students: "Feminists" and "Chauvinists." Comparison of results from both studies indicated that: (1) all factors but the Fortysomethings objected most to a series of three advertisements which graphically portrayed sexual encounters; (2) Thirtysomethings and Feminists felt that advertising which demeans women should be a thing of the past; (3) the Fortysomethings and Chauvinists strongly objected to advertising dealing with political and social issues; and (4) in interviews, both Boomers and Generation Xers explained their reasons for their Q-sorts in similar terms. (Contains 11 references, 26 notes, and four tables of data. An appendix of data is attached.) (RS)

ED 375 487 EA 026 188

Sydor, Susan
Imagination and Character in Educational Administration.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletics; *Developmental Disabilities; *Educational Administration; Elementary Secondary Education; Foreign Countries; Imagination; *Leadership; Moral Values; *Power Structure; *Prisoners; Social Theories
IDENTIFIERS- Exceptional Peoples Olympiad

From the notion that people construct their realities, it follows that people are writers of the texts that they experience and call life, although in some scenes people may have greater or lesser authorship. In schools and educational systems, administrators have the power to write other persons' narratives. In creating educational texts, the administrator needs a nurturing bent of the imagination and a habit of value and care. This paper illustrates this concept through a case study of a reform program at a penitentiary in Ontario, and applies it to leadership in educational administration. The Exceptional People's Olympiad (EPO) is a prisoner-organized, annual 2-day athletic competition in which up to 150 developmentally handicapped people who live in institutions for the developmentally handicapped come from centers around Ontario and New York State to participate in a wide variety of games, races, and fun events, most of which take place inside the walls of the prison. Inmates take responsibility for its success, organize the event, and act as "godbrothers" to the athletes. The program changes prison organization through the relaxation of routine, produces legitimate empowerment of the inmates, and facilitates more open interaction. The EPO illustrates the administration's imagination in using its power to nourish rather than to control. It is argued that similar transformations must take place in educational institutions and other penal institutions. The main aim of educational institutions should be moral, prescribing a curriculum of care for the self, others, and the environment. (LMI)

ED 375 605   EC 303 445

Knopper, Dorothy, Ed.
Mainstreaming the Gifted.
PUB DATE- 94
NOTE- 20p.; In: Silverman, Linda Kreger, Ed.; Knopper, Dorothy, Ed. Understanding Our Gifted. Volume 6, Issues 1-6, September 1993-August 1994; see EC 303 439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Techniques; Creativity; Curriculum; Elementary Secondary Education; *Gifted; Gifted Disabled; *Inclusive Schools; Individualized Instruction; *Mainstreaming; Student Placement
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This journal theme issue focuses on mainstreaming of gifted children. "How Gifted Kids Can Survive in 'Inclusion' Classrooms" by Susan Winebrenner offers guidelines for compacting and differentiating the curriculum for gifted students within the regular classroom setting. It also addresses guiding independent study. "Challenging Ben" by Barbara Gilman and Linda Greene recounts one child's individualized programming including ability identification, classroom modifications, and issues of course and grade acceleration. "Hidden Gifted Learner: Creativity and Attention Deficit Disorder" by Deidre V. Lovecky summarizes characteristics of gifted students with ADD and stresses the importance of using students' creative strengths. "Instructional Perspectives: Mainstreaming and the Gifted Child" by Shirley W. Schiever questions whether the regular class setting is, in fact, the least restrictive environment for gifted students. Regular columns review children's books and address the issues of school choice, and picture books as art museums. (DB)

ED 375 293 CE 067 450

Creating Greater Incentives for Joint Planning and Collaboration between Occupational Education and Job Training.

PUB DATE- May 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; Articulation (Education); *Cooperative Planning; *Coordination; Educational Cooperation; Educational Legislation; Educational Planning; *Incentives; *Job Training; Partnerships in Education; Position Papers; Postsecondary Education; Secondary Education; State Agencies; State Federal Aid; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Nevada

The Nevada Council on Occupational Education (NCOE) recommends that the following agencies/organizations continue to bear responsibility for third-party (private sector) assessment and monitoring of vocational education and job training programs in Nevada: State Job Training Partnership Coordinating Council, private industry councils, state technical committees, and the State Council on Vocational Education. The NCOE further endorses retention of Nevada's current planning process and supports the development of a Human Resource Investment Council (HRIC) to be chaired by the governor or a designee and to include the state-level administrators of 10 federal vocational education, job training, and employment programs funded under 12 acts, including the following: Carl D. Perkins Vocational and Applied Technology Education Act, Job Training Partnership Act, Adult Education Act, Social Security Act (Title IV), Emergency Immigrant Education Act, and Stewart B. McKinney Homeless Assistance Act. The HRIC should develop a coordination plan that includes the following: written cooperative agreement for use with participating agencies/governing authorities, description of all common participant goals for all federally supported human resource development efforts, uniform definitions of program participant eligibility, granting process, program funding priorities, and program evaluation process. (MN)

ED 375 331 CE 067 542

Gladson, Arnold; Faught, Suzanne G.
TPLANSYS Computerized Training Plan Software (IBM-Compatible Format).
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Education; *Computer Software; *Cooperative Education; *Data Processing; Educational Planning; *Job Training; Microcomputers; Postsecondary Education; *Recordkeeping; Secondary Education; *Vocational Education
IDENTIFIERS- *TPLANSYS

TPLANSYS (Training PLAN SYStem) is a software program that provides classroom teachers with a convenient way to record, print, and maintain cooperative training plan information for students in their classes. It allows them to identify their classes, the training plans that can be used, and the students who are using these training plans. This guide provides a comprehensive description of TPLANSYS. It is designed to be a reference manual and a user's guide for each of the components of the system. It describes each screen in detail and the various options that may be chosen. It also describes the type of data that is allowable for each field and suggested uses for several key information fields. The manual presents a general overview of the system, followed by information on types of fields and methods of entering data. This information is applicable to all screens throughout the system. The general information is followed by individual sections describing the various components and how they may be used. The following functional areas are described: school information, class information, training plan information, student profile information, print class lists, and print training plans. Four appendixes include the following: (1) a list of training plan file names and descriptions; (2) training plan backs included on disk; (3) codes for related study assignments; and (4) a master sheet for recording teacher-assigned codes. (KC)

ED 375 408 CS 214 557

Narney, Pam

The Divided Self: Overcoming the Internal Divisions in the Ethnographic Participant/Observer Role.

PUB DATE- Jul 94
NOTE- 18p.; Paper presented at the Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Ethnography; *Freshman Composition; Higher Education; *Participant Observation; Peer Groups; *Student Reaction
IDENTIFIERS- *Researcher Role

A composition scholar conducted a study of peer response groups in a freshmen composition course to determine what leads to conflict among students in these groups. In the course of her study, however, she found herself deeply perplexed by conflicting roles she had to play as a participant/observer. The ethnographer as a participant/observer is, as the "slash or dash" often seen between the two words suggests, a person suffering from multiple personalities, a person with a divided self. In reality, the ethnographic stance is and should be a continual renegotiation of the divided selves: participant, observer, human being, teacher, researcher, learner, and writer. Just as the researcher cannot study student language in isolation, neither can she remove herself from the context, nor become a true member of the culture. She is "other"; age, her status as teacher/researcher and her taping equipment set her apart. A study about students, in other words, becomes also a study about the self. The researcher learns that she can go against her personality type (extrovert) and be stronger for it. The role of participant/observer requires a careful balancing act between engagement and reticence. This negotiation of different selves continues through the writing of the study, as the writer attempts to maintain the dignity and humanity of the subjects through what Clifford Geertz calls "thick description." (Contains 10 references.) (TB)

ED 375 427 CS 214 579

Mead, Dana Gulling

Celebrating Dissensus in Collaboration: A Professional Writing Perspective.

PUB DATE- 17 Mar 94
NOTE- 12p.; Paper presented at the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperation; *Group Dynamics; Higher Education; Instructional Effectiveness; *Professional Training; Teacher Role; *Writing Instruction
IDENTIFIERS- Collaborative Writing; *Professional Writing

An instructor teaching professional writing found that groups collaborating on the final project required for the course, the creation of a brochure, experienced considerable infighting and tension. In reexamining his course objectives, he confirmed his sense that indeed collaboration in one form or another is inevitable in American professional life today: workshopping, coauthoring, knowledge making. Patient diagnosis, private or corporate law, project management--all are becoming more collaborative, if they were not inherently so before. So how does the instructor help students work through the difficulties of consensus building? Greg Myers suggests that "consensus cannot be known without its opposite"--dissensus. A revision of the course objectives yielded the following: (1) to give students the opportunity to collaborate with one another on a major project; (2) to allow them the flexibility to find a model that works for their group; (3) to celebrate dissensus by allowing it to occur and by preparing students for handling it. Dissensus is then encouraged in several ways: through nongraded practice with small-group collaboration early in the semester; through instruction and practice in identifying group dynamics and roles. Giving students a framework of the roles people fall into in groups, such as the "encouragers," the "feeling expressers," the "compromisers," and the "gatekeepers," helps them work through difficulties later. K. Houp and T. Pearsall's "Reporting Technical Information" offers a good framework for helping the group accomplish the set task. (TB)

ED 375 467 EA 026 163

Kefford, Roderic E.

Rational or Anarchic: The Dilemma of Choosing a Model Describing Administrative Decision Making Behaviour.

PUB DATE- May 94
NOTE- 43p.; Paper presented at the International Intervisitation Programme in Educational Administration (8th, Toronto, Ontario, Canada, and Buffalo, NY, May 15-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Decision Making; Decision Making Skills; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Governing Boards; Models; Organizational Climate; Organizational Theories; *Policy Formation; Problem Solving
IDENTIFIERS- *Australia (Perth)

One of the most persistent dilemmas faced by practicing educational administrators is choosing an appropriate model for decision making. This paper presents findings of a study that investigated the appropriateness of Cohen, March, and Olsen's (1972) Garbage Can Model of decision making. The case study examined the decision-making behavior of the Council of Wesley College, Perth, the governing body of an Australian private school. Data were collected through participant observation of Council meetings for 1 year, the content analysis of the meetings' minutes, and interviews with the members of the governing body. Findings indicate that the Garbage Can Model provided a suitable framework for observing and describing the council's decision-making behavior. The decision-making process was unclear and fluid, and resolution was the most frequently adopted decision style. However, about one-fourth of the decisions were made by flight or oversight. The adoption of flight or oversight decision styles reflected a desire for more information and discussion, after which resolution was achieved. The Council left few problems unresolved, but took a relatively long time to make decisions. Both the Council chairman and the principal influenced the decision-making process; however, other individual members with valued expertise also had an impact. Representatives of interest groups did not exert significant influence. (Contains 164 references.) (LMI)

ED 375 527 EA 026 240

Wesson, Linda Hampton; Grady, Marilyn L.

The Leadership Challenge: A National Study of Women Superintendents.

PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Educational Administration; Elementary Secondary Education; Females; *Leadership; *Leadership Styles; *Superintendents; *Women Administrators

Recently, serious questions have been raised about the efficacy of the traditional leadership model, which relies on rigid hierarchical structure, competition, and control. This paper presents findings of a study that investigated the leadership practices of rural and urban female superintendents in the United States. The study was two-fold: (1) a sample of women superintendents about their perceived sources of job satisfaction, the benefits accrued on the job, their sense of self-fulfillment in the workplace, and personal strengths they brought to the job; and (2) the leadership practices of these superintendents were assessed using the Leadership Practices Inventory-Self (Kouzes and Posner, 1988). Data were obtained from telephone interviews with 30 rural and 21 urban women superintendents and from a survey of 249 female superintendents. A total of 174 surveys were returned. Findings indicate that most of the rural and urban women administrators had been hired as change agents, and they described their leadership styles in similar ways. They saw themselves as being successful builders of collegial-collaborative organizations. Both groups operationalized leadership skills that fit a new leadership paradigm, which values change and connectiveness. Both groups received job satisfaction from their leadership practices, in particular, the human relations aspect. One table is included. Contains 26 references. (LMI)

ED 375 547 EC 303 384

Parette, Howard P., Jr.; And Others
Impact of Augmentative and Alternative Communication Devices on Family Functioning: An Examination of Current State Assessment and Prescriptive Practices.
PUB DATE- 2 Jun 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Assistive Devices (for Disabled); *Augmentative and Alternative Communication; *Communication Aids (for Disabled); *Communication Disorders; *Evaluation Methods; *Family Involvement; Federal Aid; Federal Legislation; National Surveys; State Standards
IDENTIFIERS- Technology Related Assistance Individ Disabil Act

This study evaluated the augmentative and alternative communication (AAC) assessment and prescriptive practices currently used in various states, through a survey of project directors in all 50 states receiving funding under the Technology Related Assistance for Individuals with Disabilities Act of 1994. The survey instrument assessed directors' knowledge of AAC assessment and prescriptive practices for young children (ages birth to 3) with disabilities and focused on extent of family involvement in existing AAC assistive technology services. Analysis of returned surveys (N=38) are reported for the following areas: service provided during or subsequent to AAC assessment processes; role of families; general factors considered during evaluation; family issues; child characteristics; technology characteristics; and service system characteristics. Analysis indicated that many states consider family issues in the AAC assessment processes, though to a lesser extent than more traditional factors such as child, technology, and service system characteristics. Attached tables detail survey results. Contains 96 references. (DB)

ED 375 567 EC 303 404

Thurlow, Martha L.
National and State Perspectives on Performance Assessment and Students with Disabilities. Performance Assessment: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Data Collection; *Disabilities; *Educational Assessment; *Educational Change; Educational Legislation; Educational Objectives; Elementary Secondary Education; Evaluation Methods; *National Programs; *State Programs; *Student Evaluation
IDENTIFIERS- National Adult Literacy Survey (NCES); National Assessment of Educational Progress; *Performance Based Evaluation; Testing Accommodations (Disabilities)

This booklet examines national and state educational reform in the 1990s, noting the ways in which performance assessment is being presented as a mechanism of reform. Three reform initiatives are examined: national education goals, standards, and reform legislation. In conjunction with these reform movements, new methods of assessment are being called for.

Large amounts of money and excitement have surrounded national and state reform activities that either directly or indirectly are connected to the idea of performance-based assessments. Major national data collection efforts have changed to adopt the performance assessment approach, including the National Assessment of Educational Progress and the National Adult Literacy Survey. Participation of students with disabilities in national assessments is problematic, constrained by the lack of accommodations. The use of performance assessment is also increasing in statewide assessment programs, requiring that accommodations and adaptations for students with disabilities be considered. There is some evidence that the use of performance assessments may not benefit students with disabilities, and to date, their use has not increased the participation of students with disabilities, but they hold the possibility of more equitable student measurement. (Contains 43 references.) (JDD)

ED 375 585 EC 303 425

Doggett, Libby; George, Jill
All Kids Count: Child Care and the Americans with Disabilities Act (ADA).
SPONS. AGENCY- Department of Justice, Washington, D.C.
PUB DATE- 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accessibility (for Disabled); *Civil Rights Legislation; *Compliance (Legal); *Day Care; *Disabilities; Early Childhood Education; Federal Legislation; Guidelines; *Social Integration
IDENTIFIERS- *Americans with Disabilities Act 1990

This guide was developed to inform the child care industry about the Americans with Disabilities Act (ADA) and to familiarize child care providers with the importance and value of including all children in regular child care settings. It offers an overview of the law as well as practical solutions to common problems and advice to ensure success in caring for children with disabilities and complying with Title III of the ADA. Chapter 1 explains the parts of the ADA; defines terms used in the legislation; and outlines how Title III requirements affect day care center enrollment policies, facilities, and day-to-day operations. Chapter 2 discusses steps to take to comply with the ADA and what to do for children with specific types of disabilities. Chapter 3 provides an eight-step process to successful inclusion of children with disabilities in child care programs. Chapter 4 offers vignettes of five preschool-age children who attend day care centers, describing each child's specific disability and accommodations implemented by the child care center. Chapter 5 lists resources, such as assistance programs, books, videos, toll-free telephone information services, federal agencies, and others. An appendix notes how the ADA can be enforced. (JDD)

ED 375 705   HE 027 789

Reese, Tania H.
Adult Learning Research and Effective College Teaching: Perceptions and Practice. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Adult Learning; *College Instruction; College Students; Community Colleges; Educational Research; Higher Education; *Research and Development; Student Attitudes; Student Centered Curriculum; *Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Effectiveness; Teaching Methods; *Theory Practice Relationship; Universities
IDENTIFIERS- *ASHE Annual Meeting

In an effort to examine the usefulness of adult learning research for improving college teaching, this study investigated tenets of adult learning research which may be manifest in effective college teaching and sought the perceptions of administrators, faculty and students. The study incorporated a multi-site, integrated research design combining qualitative and quantitative measures of guided interviews, naturalistic classroom observation, and two assessment instruments. Sites included a community college, a traditional university, and a nontraditional university. Three administrators from each institution participated and provided names of four to six "effective teachers." These faculty participated and 279 of their students were surveyed with 95 percent participating. Results indicated that effective college teachers are interested in adult learning research and desire to become more learner-centered; that disparities exist between administrators' perceptions of teaching practices, faculty perceptions of teaching practices, and the students' perceptions of the learning experience; and that the quality of the learning experience may not be changing at the same pace as researchers expect. Overall, the students perceived the teaching to be effective and enjoyable though many did not value or fully understand the learner-centered approach. (Contains 41 references.) (JB)

ED 375 256 CE 067 388

Burnham, Byron R.
Evaluating Human Resources, Programs, and Organizations. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Data Analysis; *Evaluation Methods; *Evaluation Utilization; Guides; Human Resources; Job Performance; Models; Organizational Effectiveness; *Organizations (Groups); *Personnel Evaluation; *Program Evaluation; Standards

This book is intended for the practitioner of evaluation or for the student about to do his or her first formal evaluation. Chapter 1 sets the role of evaluating within the context of an organization and discusses a critical role of evaluation: changing people, programs, and organizations. Chapter 2 discusses personnel appraisals from an evaluation standpoint, provides a brief overview of the development of the personnel appraisal, and proposes a systematic approach. Chapter 3 offers specific help in how to set standards, record evidence, analyze data, and make recommendations. Chapter 4 deals with specific examples of the areas of programs, products, and services by exploring three models of program evaluation: context, input, process, and product model; naturalistic model; and connoisseurship model. It discusses product evaluation, evaluating program planning, and human resource development outcomes and provides a framework for judging training programs. Chapter 5 offers a pattern for collection, analysis, and judgment making in these areas. Chapter 6 explores the evaluation of organizations in such areas as morale, structure, administration, functions, and strategic planning. Chapter 7 provides a pattern for exploring these areas. Chapter 8 offers concluding and general thoughts about evaluating. Appendixes include a personnel matrix for an adult educator, and an index. Contains 21 references. (YLB)

ED 375 370 CG 025 823

Rugen, Betsy
Improving Student Self-Esteem through Changes in the Learning Environment.
PUB DATE- May 94
NOTE- 135p.; Master's practicum, Saint Xavier University. Appendix F contains faint and broken print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Educational Environment; *Elementary School Students; *Grade 4; Individual Development; Intermediate Grades; Role Models; School Responsibility; School Role; Self Concept; *Self Esteem; Student Characteristics; Student Needs; *Student School Relationship; Teacher Student Relationship

Parents, teachers, and peers play significant roles in a child's development of self-esteem. This report describes a program for improving the self-esteem of fourth-grade students in a large, multi-ethnic suburb. The researcher documented the students' low self-esteem through teacher observations and by the administration of a student self-esteem fitness profile. Analysis of the probable cause data revealed that most students exhibited deficiencies in emotional security, were intolerant of errors, felt little satisfaction when speaking of feelings, feared for their safety, and lacked role models and significant others who conveyed to them appreciation for their uniqueness. Some solution strategies suggested by experts, combined with analysis of the problem setting, resulted in two major categories of intervention: (1) creation of a learning environment conducive to the enhancement of self-esteem; and (2) implementation of daily lessons on various components of self-esteem. Post-program measures revealed that the number of students feeling a lack of emotional security and belonging decreased, while students feeling a lack of competence and purpose remained the same. The data showed the benefits of providing a learning environment conducive to the enhancement of self-esteem. Seventeen appendices list log entries, survey results, and evaluation forms. Contains 67 references. (RJM)

ED 375 389 CS 011 864

Brown, Rachel; Coy-Ogan, Lynne
The Evolution of Transactional Strategies Instruction in One Teacher's Classroom. Reading Research Report No. 19.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Discussion (Teaching Technique); Grade 2; *Low Achievement; Primary Education; Reading Improvement; *Reading Instruction; Reading Research; *Reading Strategies; Student Reaction; *Teacher Behavior
IDENTIFIERS- Students Achieving Independent Learning; *Transactional Teaching Style

A study examined one SAIL (Students Achieving Independent Learning) teacher's development of instructional practices from a reading strategies instructor who promoted some group discussion to an experienced transactional strategies teacher. The teacher taught the same story for three consecutive years to three comparable groups of low-achieving second-grade students. An interaction-tracking and coding scheme was used to analyze the 45-minute lessons for changes in interactional patterns, participation by group members, instructional focus, strategy instruction, and promoted and self-regulated use of strategies by students. By the third year of the study, students participated more actively in story discussion and used strategies with less teacher prompting to support their interpretations of and responses to text. These changes appeared to occur because of modifications in the teacher's instructional practices. The instruction that emerged during the third year could be characterized as transactional strategies instruction, an approach that involves teaching reading group members to use comprehension strategies as they jointly construct interpretations of text. (Contains 29 references, and three tables and one figure of data. A description of interactional pattern types is attached.) (RS)

ED 375 507 EA 026 211

Dlugosh, Larry L.
Quality Schools and the Myth of the Nine-Month School Year.

PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual University of Oklahoma National Conference on Creating the Quality School (3rd, Oklahoma City, OK, March 31-April 2, 1994).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Community Support; Elementary Secondary Education; *Extended School Year; *Flexible Scheduling; Nontraditional Education; Public Relations; *Resistance to Change; *School Schedules; Time Factors (Learning); *Year Round Schools

This paper examines ideas about school scheduling and student learning. It also offers suggestions for schools that are considering the adoption of alternative school calendars. It describes a case study in which a progressive school district modified its school calendar in order to improve instructional opportunities for student learning. The calendar included 10 additional days of instruction, a more continuous learning program, quality intersession programs, and nontraditional financing. Parents and teachers were reluctant to change, which illustrates the need for educators to use effective communication strategies. Suggestions for moving through the change process include the following: (1) provide information to the community about alternative schedules for increased student learning time; (2) offer evidence about the plan's advantages, disadvantages, and effects on student achievement and attitudes; and (3) establish a forum for dialogue. Contains 14 references. (LMI)

ED 375 606 EC 303 648

National Study of Inclusive Education.
PUB DATE- Jun 94
NOTE- 286p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; Educational Practices; Educational Trends; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *National Surveys; Program Development; Regular and Special Education Relationship; School Districts; *School Restructuring; Social Integration; Trend Analysis

The National Center on Educational Restructuring and Inclusion (NCERI) has conducted a nationwide study to identify where inclusion programs are taking place. Chief state school officers identified local districts in which inclusive education was taking place. These districts were then contacted requesting further information and this document summarizes that information. The study found that inclusion programs are taking place across the country but usually in some, not all, schools in a district, grades, and involve some, not all, students with disabilities. Other findings included that no district requires inclusion for all students with disabilities, that students with all handicapping conditions are effectively included, that most inclusion programs are newly implemented, that there significantly fewer inclusive programs at the secondary level, and that comprehensive program evaluations of inclusion are limited. This report begins with a discussion of trends in educational restructuring and inclusion. It then provides a national perspective on special education with consideration of placement patterns, recent court decisions that support inclusion, parent and family attitudes, and responses from educational organizations. The third section addresses inclusion directly by providing a definition of the term, including factors necessary for restructuring and inclusion, models and classroom practices that support inclusion. Much of the report consists of the state-by-state reports which provide descriptions of programs in individual school districts. District listings by state complete the report. (Contains 16 references.) (DB)

ED 375 625 FL 022 457

Christensen, Torkil
Teaching Reading to First Year College English Majors.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Assignments; *College Freshmen; Course Descriptions; *English (Second Language); Foreign Countries; Higher Education; Homework; *Individualized Instruction; *Reading Instruction; *Reading Strategies; Second Language Instruction
IDENTIFIERS- Hokusei Junior College (Japan); *Japan

A required reading course for first-year English majors at Hokusei Junior College (Japan) is described. The course is intended to teach students to survey a text, read through it, form an opinion about its content, and skim portions that are less important. At the same time, students are encouraged to guess at the meaning of unknown vocabulary, relying on a dictionary only when necessary for accurate and detailed understanding of the text's content. A commercially-available reading text series is used, supplemented with some other texts. In class, students formulate questions about aspects of the stories and work alone or with others to answer them in writing. Exercises to wean students from dictionary use are introduced early in the first semester. They involve discussion of word context and use, and are later broadened to include synonyms. Another activity in the first semester is extracting specific information in texts and connecting it with the context of the world outside the classroom. Text assignments become longer as the semester proceeds, and students begin to engage in discussions of opinion concerning the text. In grading assignments, clarity, comprehension, and new ideas are valued alongside quality of writing. (MSE)

ED 375 646 FL 022 484

Working Papers in Linguistics 17.
PUB DATE- 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Dialects; Foreign Countries; *Grammar; *Intonation; Language Patterns; Language Research; Linguistic Theory; *Norwegian; *Phonology; Sign Language; *Stress (Phonology); Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Lappish; *Sentani

In this volume, five working papers are presented. "Accessing Contexts with Intonation" (Thorstein Fretheim) discusses the use of intonation as a tool for understanding the context of an utterance, particularly in combination with reference. Examples are offered in Norwegian. In "'Altsa' and 'Nemlig': Two Views of Causality" (Ildiko Vasko), some functions of two Norwegian particles are discussed and it is proposed that, as modal particles, they point to a cause-effect relationship between propositions. "A Few Notes on Anatomy and Distinctive Features in NTS Handshapes" (Irene Greftegreff) suggests changes in current terminology concerning the Norwegian sign language system, based on general phonological and anatomical usage. "A Note of Ternary Stress in Sentani" (Curtis Rice) argues that this stress system in the Sentani language shows a pattern that is derived with a specific foot type. "A Dependency Phonology Analysis of Some Aspects of the Saami Language" (Lisa An Work) argues for a reduction in the phonological rules of one dialect of the Lappish language. The essay includes a phonemic inventory of the dialect. Each paper contains references. (MSE)

ED 375 666 FL 022 517

Remlinger, Kathryn A.
North Indian Weddings: Speech Events Reflecting and Reinforcing Women's Roles.

PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (5th, Champaign, IL, April 4-6, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Language Patterns; Language Research; *Language Role; Language Usage; Linguistic Theory; *Marriage; Pragmatics; Semantics; *Sex Role; Socialization; *Sociocultural Patterns; *Songs
IDENTIFIERS- *India (North); *Weddings

A study examined traditional Hindi songs typically sung by women during north Indian weddings, using pragmatic and semantic analysis. Some historical and cultural background for the practice of women's singing at weddings is offered. It is suggested that gender roles are defined and regulated through the language of this speech event, and that participants are socialized accordingly. Song types and text types analyzed include expressions of family ties and relationships, insults, and statements of expected behaviors and attitudes. Vocabulary, language formality, use of grammatical constructions, and use of dialogue were examined. Results indicate that the songs' texts not only depict women as devalued, obedient, devoted, serving objects, but also acculturate women to accept this role. The wedding rites define relationships and expectations, and the ceremony pressures participants to conform to these norms. It is concluded that interaction of signs and symbols that make up rites and languages thus defines and regulates the social construction of gender roles and inscribes in members' minds the rules that govern these aspects of their culture. (Author/MSE)

ED 375 687 FL 800 823

The 1994 ABLE Curriculum Guide: A Resource Listing for ABLE Practitioners.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; Annotated Bibliographies; *Daily Living Skills; *English (Second Language); Family Programs; High School Equivalency Programs; *Instructional Materials; Job Skills; *Literacy Education; Mathematics Instruction; Reading Instruction; Second Language Instruction; Social Studies; Vocational English (Second Language); Writing Instruction

The curriculum guide is the fifth in a series of annotated bibliographies of adult basic and literacy education (ABLE) learner resources. It is designed to allow educators to take advantage of the growing corpus of materials for this population. An introductory section describes the guide, criteria for selection of its content, and an explanation of the system used to rate the materials. The listing of materials, primarily instructional materials, is divided into eight sections: life skills; family literacy; vocational skills; mathematics; reading; General Educational Development (GED) test and pre-GED instruction; social studies; and writing. For each resource listed, these items are identified: purpose (academic, vocational, family literacy life skills); setting (class, tutor, self-directed); format (core series, basic text, supplemental, reference); level (adult literacy, adult basic education, pre-GED, GED, multilevel); and skills targeted (critical thinking, grammar, math, reading, social studies, spelling, vocabulary). A publisher index and list of publisher's addresses are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 375 313 CE 067 481

Galaway, Burt, Ed.; Hudson, Joe, Ed.
Community Economic Development: Perspectives on Research and Policy.
PUB DATE- 94
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Case Studies; Change Agents; *Community Development; *Community Education; Community Organizations; Comparative Analysis; Cooperative Planning; Corporate Support; *Economic Development; Employment Potential; Females; Foreign Countries; Futures (of Society); Global Approach; Government Role; Labor Force Development; Models; *Policy Formation; Program Effectiveness; Program Evaluation; Public Policy; Research Needs; *Role of Education; *Social Science Research; Social Services; Theory Practice Relationship; Volunteers
IDENTIFIERS- *Canada; European Community; United States

This book contains 27 papers that were originally developed for a research and policy symposium at which Canadian community economic development (CED) was examined in terms of research and policy requirements. The book contains the following papers: "Community Economic Development Practice in Canada" (Brodhead); "Community Economic Development: An Overview of the U.S. Experience" (Swack, Mason); "Neighbourhood Development in the European Community" (Jacquier); "Community Economic Development Organizations in Developing Countries" (Ichoya); "The Scope and Characteristics of Community Economic Development in Canada" (Lewis); "Regional, Local and Community-Based Economic Development" (O'Neill); "An Integrated Development Model for Building Sustainable Communities in Canada" (Nozick); "Scope and Characteristics of CED: Summary, Policy Implications, and Research Needs" (Nutter, McKnight); "Community Economic Development Revisited: The Preconditions for Success" (Polese); "Socio-Economic Policy: The Challenge of Global Trends" (Lockhart); "Making Communities Work: Women and Community Economic Development" (Alderson et al.); "Environments Conducive to Effective Community Economic Development: Themes, Policy Implications and Research Needs" (Asselin, Dumaine); "A Review of Four Evaluations of CED Programs: What Have We Learned in Two Decades?" (Watson); "Employability Approaches in CED Practice: Case Studies and Issues" (Fontan, Shragge); "The Innovative Profile of Community Economic Development in Quebec" (Favreau, Ninacs); "Evaluation of Community Economic Development: Summary and Research Agenda" (Hudson, MacDonald); "Governments as Partners in Community Economic Development" (MacNeil); "The Corporate and Voluntary Sectors as Partners in Community Economic Development" (Bryant); "Community-Based Social Service Organizations and the Development of an Ecologically Sound Model for Sustainable Community Economic Development" (Challen, McPherson); "Partnerships Conducive to Effective Community Economic Development: Summary, Policy Implications and Research Agenda" (Coady, Galaway); "Development Indicators and Development Planning: A Case Study" (Lamontagne); "Training Needs for Effective Community Economic Development" (Tremblay); "Training--An Urgent Community Economic Development Need" (Frank); "Promotion of Community Economic Development" (Pell); "Summary, Policy Implication and Research Needs" (Kemp, Coyle); and "Summary, Future Directions and the Research Agenda" (Brodhead Lamontagne). Contains 287 references. (MN)

ED 375 351 CG 025 724

Gentry, Janine M.; Perry, James S.
Test-Wiseness, Memory, and Academic Performance in University Students.

PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Grade Point Average; Higher Education; *Learning Strategies; Long Term Memory; Memory; *Response Style (Tests); Rote Learning; Scores; Short Term Memory; Testing; *Test Wiseness; Young Adults

This study examines the relationship between test-wiseness, memory, and grade-point average in college students. Test wiseness is defined as a subject's capacity to utilize the characteristics and format of a test to receive a higher score, independent of the examinee's knowledge of the subject matter. Researchers hypothesized that test-wiseness and memory skills are correlated with a student's grade-point average. Ninety-eight college students served as subjects (63 percent female). The participants completed a demographics sheet, the Test-Wiseness Test (TWT), and three memory scales. Results indicated significant correlations between six of the variable combinations. The highest positive correlation occurred between test-wiseness and grade-point average, suggesting that a person who uses resources wisely will make higher grades. Significant correlations also occurred between Meaningful Memory and grade-point average, as well as Memory Span and grade-point average. Associate or Rote Memory--the ability to recall material learned in a non-meaningful manner--was the only scale which did not correlate significantly with grade-point average. Results also indicated a relationship between short- and long-term memory and test-wiseness. Contains 10 references. (RJM)

ED 375 488 EA 026 189

Hamovitch, Bram A.
The State As Equalizer: Who Is Helping Whom?
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cooperative Education; Critical Theory; *Economically Disadvantaged; Government Role; *High Risk Students; *Potential Dropouts; *Program Effectiveness; Secondary Education; Socialization; Social Services; *Welfare Services; *Work Experience Programs

This paper presents the findings of an ethnographic study of a state-run and state-funded remediation program for economically disadvantaged adolescents. The program's main purpose was to reintegrate students defined as "at risk" of dropping out back into their schools. The program, the Ordered School Reinforcement Program (OSRP), was implemented at two sites: one comprised primarily of African-American adolescents in a small northeastern city; and the other comprised entirely of white adolescents in a working-class suburb of that city. Methods included observation, document analysis, and interviews with staff, students, parents, and state employers. The state, program staff, parents, and casual observers overwhelmingly viewed the program as a success. However, the data indicate that the program lacked adequate resources to meet its stated objective of helping students achieve academic success. Why was the program viewed as a success when it failed to meet its goals? Despite the staff's sincere motives, staff tended to blame the victims for their own inadequate socialization. By assuming an individual-deficit model, the state failed to directly confront the systematic ways in which public education itself disadvantages disempowered groups, making compensatory education necessary in the first place. Solutions may lie in restructuring mainstream educational programs, rather than in providing integrative assistance to failures and potential failures. In conclusion, the OSRP exemplifies America's ambivalence about providing help to the poor. On the one hand, Americans want to believe that hard work, an independent spirit and goal-directed behavior can earn everyone a piece of the middle class pie. On the other hand, Americans are aware from experiences like plant closing, the 1930's depression, the recent recession, and market declines that individuals cannot control all the social and economic forces around them. The program symbolizes America's inability to face the issue of welfare policy. (LMI)

ED 375 275 CE 067 419

Heidari, Farzin
Demographic Survey of Female Faculty in Technology Education Programs.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); Enrollment; Faculty Workload; Higher Education; *Technology Education; *Women Faculty; Womens Education

A study was conducted to determine the general program information and the demographic status of female faculty in four-year technology education programs in the United States. Information was gathered through a literature review and a questionnaire mailed to all 70 technology education programs listed in the 1994 International Technology Education Association directory. A total of 55 questionnaires (78 percent) were returned. According to the responses, a majority of technology education programs have an enrollment of 21-50 students, with 60 percent of the programs having 15 percent or less female student representation. The overall number of female faculty members is low (44, or 8 percent), but the instructors are spread over the spectrum of programs. However, 57 percent of all female faculty are responsible for the three areas of graphic arts, training and development, and research or professional activities. A smaller number of female faculty members (23 percent) are involved in the teaching of manufacturing, technical drawing, and industrial safety. A high percentage of the female faculty members (43 percent) had the rank of assistant professor, but 39 percent of the female faculty members in technology education have the rank of associate or full professor. Comments from the chairs of technology education departments reflect a high level of satisfaction with female faculty members' performance and a willingness to have more women faculty members. (The survey instrument is appended.) (KC)

ED 375 294 CE 067 451

Matthew, Maureen

Assessment of Museums Association of Saskatchewan's Education Program.

PUB DATE- Sep 94

NOTE- 94p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; Foreign Countries; *Museums; *Participant Satisfaction; Participation; *Professional Associations; *Professional Continuing Education; *Program Effectiveness; Program Improvement; Questionnaires; *Staff Development; State Surveys; Tables (Data)

IDENTIFIERS- *Museums Association of Saskatchewan; *Saskatchewan

The professional continuing education opportunities offered by the Museums Association of Saskatchewan (MAS), Canada to museum staff throughout Saskatchewan were evaluated. Data were collected from public records/documents, interviews with 15 MAS staff/board members, and three surveys of a select group of professional staff of Saskatchewan's museums (sample size unspecified; response rates, 69%, 73%, and 65%). The interviews/surveys focused on the following: participation rates/patterns in the various types of training offered, funding patterns, cost-effectiveness, and reasons for providing/participating in training. Staff at small, medium, and large museums were found to be participating in some type of continuing training at rates of 67%, 71%, and 94%, respectively. Participation in certificate courses was significantly lower than in other training activities. Some in-house continuing training was provided by 46% of museums. Only for medium-sized museums was a correlation found between participation in training and receipt of training grants. Among the recommendations were the following: MAS should attempt to determine why completion of certificate courses is so low; skill development courses should be discontinued in their current format, more special interest groups should be established, and short-term study grants should be targeted toward large and medium museums. (Thirty tables are included. The survey instruments are appended.) (MN)

ED 375 332 CG 025 356

Knapp, Deirdre J.; And Others
Prediction of Military Turnover Using Intentions, Satisfaction, and Performance.
PUB DATE- 22 Aug 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attrition (Research Studies); Employee Attitudes; Employment Patterns; *Enlisted Personnel; *Intention; Job Analysis; *Job Performance; *Job Satisfaction; Longitudinal Studies; Military Service; Personnel Evaluation; Quality of Working Life
IDENTIFIERS- *Army

Although researchers have examined the link between job attitudes and turnover, some studies claim that civilian samples may not be generalizable to military personnel. This paper addresses two central questions: (1) To what extent does job satisfaction, job performance, and reenlistment intentions predict reenlistment behavior?; (2) To what extent does job satisfaction and job performance predict later-term attrition? The sample included soldiers in the U.S. Regular Army, serving their first term of enlistment. Researchers administered job satisfaction, job performance, and reenlistment intention measures to 5,706 participants who had enlisted for two-, three-, or four-year terms. As expected, intention to reenlist accurately predicted reenlistment, whereas job satisfaction and job performance proved to be less consistent and less influential predictors of reenlistment. Data analysis for the three-year enlistment term soldiers revealed that job satisfaction heightened predictive power beyond intention. The variance of enlistment rates by term suggests that soldiers, particularly those with two-year enlistments, might have different motivations for enlisting which in turn influence their decisions regarding reenlistment. Lower levels of job satisfaction and job performance indicated a higher probability of attrition for three and four year enlistments. Further analysis of army personnel turnover and job satisfaction is planned. Eight tables provide statistical summaries. (RJM)

ED 375 409 CS 214 558

Moore, Dennis
Moving beyond the Black Legend: Chicano/a and Latino/a Literature.
PUB DATE- Apr 94
NOTE- 7p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Colonial History (United States); Comparative Analysis; *Cultural Context; Ethnic Stereotypes; Higher Education; *Hispanic American Literature; Multicultural Education; Spanish Culture
IDENTIFIERS- Chicanos; England; Historical Background; Latinos; Spain

According to a footnote in the 1990 book "The Noble Savage," "The Spanish Black Legend is the view of Spain's genocide in The New World, as accounted for by Bartolome de las Casas and the European historians who, during the sixteenth and seventeenth centuries, denounced this genocide, often utilizing it as an anti-Spanish propaganda tool" used by the English. This anti-Spanish feeling is more than evident in De Crevecoeur's "Letters from an American Farmer," in which, for instance, narrator James points out the decadence of Lima (Peru). Unfortunately, the legacy of this Black Legend remains with the American culture today. Consider the distaste the dominant culture feels for the stereotype of the "pachuco," the cocky young Chicano male. Or consider this anecdote: during a portion of the Penn State Conference on Chicano/a and Latino/a literature, Paul Lauter pointed out that when he, as a Jewish child growing up in Brooklyn, had to decide which language to study, the answer was simple--French. Spanish was regarded as "declasse." (Contains 11 references.) (TB)

ED 375 448   CS 508 722

Keaten, James A.; And Others
An Argument for the Use of Chaos Theory To Map the Complexity of Human Communication.
PUB DATE- Feb 94
NOTE- 36p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Higher Education; Intellectual Disciplines; *Research Methodology
IDENTIFIERS- *Chaos Theory

Noting that the chance to utilize a new paradigm is an opportunity that rarely presents itself, this paper suggests that chaos theory and communication can be combined to help understand human communication. The paper begins by examining the complexity of human communication--that is, the internal and external factors that affect the complexity of communication processes. The paper then assesses the reductive nature of both quantitative and qualitative research paradigms, suggesting that both paradigms inadequately address complex systems. The paper next discusses the properties of chaos theory, noting that it is part of a scientific movement to understand complexity and move away from reductionism. The paper summarizes the concepts of seemingly random behavior, sensitivity to initial conditions (referred to as the "butterfly effect"), mixing in finite time, and underlying order known as a "strange attractor." The paper next suggests that chaotic dynamics, and attributes of such, can be identified in research generated to support social penetration theory. The paper also describes a set of experiments conducted by Marshall Scott Poole that demonstrated the complex and perhaps chaotic nature of communication phenomena. The paper concludes that while there are potential imitations and difficulties in merging chaos and communication, there is also ample opportunity to hypothesize and test exactly where and how chaos can be combined with communication. Contains 58 references, a figure illustrating four types of attractors, and two figures of data. (RS)

ED 375 528 EA 026 242

State of Educational Achievement: 1992-93.
PUB DATE- Apr 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Change Strategies; Dropout Rate; Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *Public Schools; School Holding Power; State Action; *State Programs; Teacher Characteristics
IDENTIFIERS- *South Carolina

This document provides an overview of educational achievement in South Carolina, including: (1) promising strategies to improve education; (2) national comparisons; (3) student achievement; and (4) statistics profiling South Carolina teachers. The first chapter explores answers to the question "What is South Carolina doing to improve education?" Information is presented on the systemic strategies under way in the state's public schools to raise academic standards and accountability. The second chapter shows how South Carolina compares with the nation, using the results of two tests--National Assessment of Education Progress (NAEP) and the Stanford Achievement Test. The third chapter examines the overall achievement of South Carolina students. Information is provided on statewide testing results of the Cognitive Skills Assessment Battery, Basic Skills, Stanford Achievement Test, and NAEP. Testing results and retention/dropout data are presented by grade. Specific strategies related to grade level are highlighted at the beginning of each section. Chapter 4 offers information on teacher characteristics, such as average teacher salary, education level, gender, and ethnicity. Teacher preparation and certification are also highlighted. A total of 113 figures, 9 tables, and an executive summary are included. Appendices contain SAT scores by district, a list of selected awards, and results of the annual salary study. (LMI)

ED 375 548 EC 303 385

Brandt, John E.

Assessment and Transition Planning: A Curriculum for School Psychologists and Special Educators.

PUB DATE- Jun 94
NOTE- 101p.; A part of the University of New England's Transition Training Project funded by Maine's Committee on Transition.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; Case Studies; Check Lists; Daily Living Skills; *Disabilities; Educational Practices; *Education Work Relationship; Evaluation Methods; Higher Education; Interdisciplinary Approach; Legal Responsibility; Planning; *Preservice Teacher Education; Professional Continuing Education; Professional Education; Program Evaluation; School Psychologists; Secondary Education; Special Education; Student Educational Objectives; *Student Evaluation; *Transitional Programs; *Vocational Evaluation

This curriculum was designed to be used by trainers responsible for the preservice education of school psychologists and special educators or as a continuing education or self-study guide for individuals wishing to increase their understanding of transition planning and its relationship to assessment. The curriculum is organized around 12 learning outcomes which are cross-referenced in sections covering the following topics: (1) transition planning: legal mandates, limitations; (2) linkage between assessment and transition planning; (3) transdisciplinary vocational assessment (TVA); (4) TVA domains and techniques; (5) vocational/career development theory; (6) TVA and students with disabilities; (7) transition planning: best practices; (8) goal development and program evaluation in transition planning; and (9) case studies. Appendices include a list of transition scales (including the complete Living Skills Checklist), a list of test publishers/distributors, a case study analysis guide, sample case study analyses, and a pretest on assessment and transition planning. Contains 31 references as well as a professional bibliography of approximately 550 items, a brief annotated bibliography, and a list of additional resources and organizations. (DB)

ED 375 586   EC 303 426

McGrew, Kevin S.; And Others
Secondary Analysis of State Assessment Data: Why We Can't Say Much about Students with Disabilities. Technical Report 10.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Databases; *Data Collection; *Disabilities; Elementary School Students; Elementary Secondary Education; *Outcomes of Education; *Research Problems; Secondary School Students; *State Programs

This report summarizes activities of the National Center on Educational Outcomes directed at producing a report on the status of students with disabilities from the secondary analysis of state-collected achievement data. Although 27 states reported that large-scale achievement data were available for some students with disabilities, potentially usable data were obtained from only six states. The reasons that database files could not be obtained for 21 of the 27 states include: among others unreliable coding or no coding of students with disabilities in data file, aggregate and not individual data available, data file unreadable or appeared to contain errors, confidentiality concerns expressed by state, and excessive acquisition costs for data files. Analysis of achievement data from the six states revealed other problems, such as sparse data at individual grade levels, noncomparability of types of data, variable or no identification of student disability characteristics, and exclusion of large proportions of students with disabilities. It was concluded that it is currently not possible to produce a synthesis report on the achievement status of students with disabilities from aggregated state databases. Recommendations are presented for improving the probability of conducting such analyses in the future. (Contains 18 references.) (JDD)

ED 375 706 HE 027 790

Levin, John S.
Community Colleges as Organizations of Change. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrators; Change Agents; College Faculty; *Community Colleges; Institutional Characteristics; Institutional Mission; Institutional Research; Institutional Role; *Organizational Change; Organizational Objectives; School Community Relationship; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Arizona; *ASHE Annual Meeting; Cochise College AZ; Pima Community College AZ; Rio Salado Community College AZ; South Mountain Community College AZ; Yavapai College AZ

This study examined five community colleges in Arizona to better understand organizational and identity change at a time when community colleges continue to evolve in response to forces and pressures surrounding them. The study used qualitative research through unstructured interviews, questionnaires, and institutional information to explore areas of change including determinants, characteristics, and effects. The investigator met with administrators, faculty, and the chief executive officer at each of the following institutions: Cochise College, South Mountain Community College, Rio Salado Community College, Pima Community College, and Yavapai College. The results indicated that the connection between organizational change and the identity of the community college could be seen as a flowchart of cause and effect, based on the characteristics of the community college as an adaptable and flexible organization, an organization subject to both external and internal forces of change, and heavily relying on executive leadership, external funding agencies, and the external environment. The colleges in this study continue with goals of the past though the approaches to fulfilling purposes and achieving goals have changed and become goals in themselves. They have become more corporate, more managerial, and more biased toward achievement and productivity. (Contains 61 references.) (JB)

ED 375 257 CE 067 389

McCaslin, N. L.; Headley, W. Scot

Vocational Education Performance Standards and Assessment Techniques: A Study of Approved State Systems.

PUB DATE- Sep 94
NOTE- 105p.; For a related document, see ED 360 474.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Basic Skills; Competency Based Education; *Evaluation Criteria; *Evaluation Methods; *Performance Factors; Postsecondary Education; Secondary Education; State Programs; *Statewide Planning; *Vocational Education

A study examined the system of performance measures and standards approved in each state in response to the Carl D. Perkins Vocational and Applied Technology Act of 1990. An initial letter and two follow-up letters were sent to 54 state directors of vocational education. All states responded with information concerning their approved systems of measures for secondary vocational education programs and 52 responded with information concerning their approved systems of measures for postsecondary programs. Findings indicated that 16 states at the secondary level and 19 at the postsecondary level developed separate systems of performance measures and standards for assessing basic and advanced academic skills. In the assessment of secondary academic skills, high school proficiency exams were a commonly used technique for assessing basic academics; portfolios and course/program completion were used more frequently to assess advanced academics. About two-thirds of the states at the secondary level used something other than nationally recognized techniques for assessing academic skills. Work skill attainment was assessed predominantly by locally selected or developed techniques at both the secondary and postsecondary level. The most frequently reported standard for secondary program completion was 80-90 percent. Locally selected and course/program completion were the most popular techniques for assessing academic skills and competency attainment at the postsecondary level. (Contains 13 references.) (YLB)

ED 375 352　　CG 025 728

Gillespie, Janet F.; And Others
Student Funded University Counseling Centers: Operational Challenges for Year 2000.
PUB DATE- 12 Aug 94
NOTE- 46p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Administration; Counseling; *Counseling Services; Counselors; Higher Education; *School Counseling; School Health Services; *School Organization; Student Personnel Services; Universities
IDENTIFIERS- State University of New York Coll at Brockport; Student Health Organizations; University of Wisconsin Milwaukee

Changes in administrative policies and budgetary cutbacks add to the vulnerability of many university counseling centers. Two possible solutions, currently existing within two state-affiliated universities, entail housing student counseling in student health centers and either linking counseling administratively with health services or keeping their management separate. This symposium discusses the challenges in practice, administration, and ideology which counseling centers may face in operating under such a health center linkage. Some of the specific issues addressed here include: administrative challenges; supervisory challenges; practice issues; challenges for psychology trainees; and prevention and health promotion challenges. Some of the conclusions recommend that university counseling centers should strive to retain service autonomy; that they exercise care as they co-exist with other health-related units; that with shrinking budgets they continue dialogue with officials to minimize the challenges to practice and maximize the ability to provide effective service; that variables such as the physical environment, client first contacts, and medical staff perceptions of mental health services be considered if merging is necessary; and that counseling centers address the root causes of psychological disorders. Failing this, campus counseling center practitioners will be confined to tertiary services as they attempt to ameliorate existing disorders. (RJM)

ED 375 371 CG 025 824

Clarizio, Harvey F.

Assessment and Treatment of Depression in Children and Adolescents. Second Edition.

PUB DATE- 94
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; Affective Measures; Child Health; *Children; Clinical Diagnosis; *Depression (Psychology); Elementary Secondary Education; Emotional Problems; Loneliness; Mental Disorders; Mental Health; Psychopathology; Self Destructive Behavior; *Suicide; Therapy

Despite signs of increasing agreement among mental health professionals, controversy continues over developmental, diagnostic, and intervention issues surrounding childhood depression. This introductory text is written for practitioners as well as for advanced undergraduates or graduate students who are preparing to become psychologists, social workers, counselors, or special education teachers working with affectively disturbed children and youth. No attempt is made to present a consistent theoretical framework. Instead, the book concentrates on those viewpoints currently popular among mental-health specialists. Although the text addresses the influence of biological and social forces on affective disorders, the emphasis is on psychological factors thought to be operative in depression and suicide among young people. The book's most distinctive features include its research base, its developmental orientation, and its emphasis on the practitioner. Other important aspects of the book include: some research positions on childhood depression; information on the development of this illness; guidelines for diagnosis, assessment, and treatment of childhood depression; and a separate chapter dealing with suicide in school-aged youth. Each chapter contains a summary of its content and a list of references. Twenty-seven tables present diagnostic criteria, depression checklists, therapeutic approaches, strategies for dealing with suicidal youth, and other information. (RJM)

ED 375 390 CS 011 865

Ikeda, Shinichi, Ed.; And Others
The Science of Reading, 1993.
PUB DATE- 93
NOTE- 185p.
LANGUAGE- Japanese
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Blindness; Characterization; Comics (Publications); Comparative Analysis; Elementary Secondary Education; Foreign Countries; *Japanese; Literature Appreciation; *Misconceptions; *Reading; *Reading Comprehension; Reading Research; *Recall (Psychology); Scientific Concepts

This collection of the 1993 issues of the Japanese-language journal "The Science of Reading" presents 18 articles (research reports and "classroom reports") on a variety of questions dealing with reading. The articles in the collection all have summaries in English. Articles in the April issue are: "A Comparison of Two Methods of English Language Instruction" (Takeshiro Soda and others); "Methodology on Literary Hermeneutics and Teaching for the Appreciation of Literature" (Mitsukazu Miyake); "The Function of the Japanese Particle 'WA'--from the Point of View of MIKAMI" (Sachiko Yoshida); and "Expository Texts To Rectify Misconceptions in Learners" (Keiichi Magara). Articles in the July issue are: "Measures of Working Memory and Reading Comprehension" (Soji Takayama); "Influence of the Listener's Expectation on the Asymmetrical Property of Irony" (Kenji Nishitani); "The Effect of an Author's Point of View on Story Comprehension" (Naomine Shibata); "The Effects of Readers' Misconception on the Comprehension of Science Text" (Yoshifumi Kudo); and "Reading Guidance in the Japanese-Language Classroom" (Fusako Yasui). Articles in the October issue are: "Performance Effects on the Views of Non-Handicapped Subjects on the Ability of the Blind" (Katsumi Tokuda); "Predictions by Elementary School Children of Partially-Presented Expository Text--The Development of Expository Text Schema among 4th Grade Children" (Masafumi Iwanaga); "Reading of a Character's Mind through Scene Description" (Minoru Umezawa); and "Studies on Book Reports by High School Students" (Hideo Hayatsu). Articles in the December issue are "The Effects of Comic Strips as a Teaching Strategy" (Natsuko Murata); "The Effects of a Pictorial Presentation using Hieroglyphic Characters in Teaching Preschoolers to Read Kanji and Katakana" (Seiya Hirai and Akiko Shimizu); "Writing and Speaking Methods in Recalling a Story" (Noboru Takahashi and Tsukiko Sugioka); "Understanding Classical Japanese Literature--A Comparative Study of High-Ranking and Low-Ranking Students" (Masaru Tanaka); and "Cognition, Emotions and Automation in Reading" (Donald A. Leton). (RS)

ED 375 428 CS 214 581

Harrienger, Myrna
Putting My Mouth Where Your Money Is: Composition, Critique, and Commerce.
PUB DATE- Jul 94
NOTE- 8p.; Paper presented at the Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; Rhetoric; Student Needs; Teaching Methods; *Writing Processes; *Writing Strategies
IDENTIFIERS- Composition Theory; Cultural Studies; Discourse; Rhetorical Strategies; *Writing Contexts

Although socio-cultural awareness is an important element of discourse, freshman composition's primary obligation is to provide students with instruction in and practice "owning" a process of writing that foregrounds writing as a rhetorical art. Students should leave the course more aware of and better able to employ powerful, flexible strategies for owning the art of writing. This is what course descriptions promise, what students anticipate or expect--and what they need. It is imperative that pedagogy keep foregrounded the art of writing's recursive interrelatedness and its dynamic ties to rhetoric and context. Without an integrating pedagogy, cultural studies can be a back door to a literary focus, especially for inexperienced teachers or for those who understand cultural studies in terms of theory but not of composition theory or pedagogy. Foregrounding a certain kind of reading practice, the analysis of cultural artifacts encoded in discourse, critical composition preempts developing an art of writing, apparently assuming that students know how to write. Lauer's "Pedagogy for Writing as Art" provides inventional, exploratory, and rhetorical strategies. From a general writing context, students select subjects with which they have personal exigencies: writing has the potential to be meaningful inquiry. The "starting guide" helps students to discover a potential writing subject; the "exploratory guide" has students examine subjects and dissonances from static, dynamic, and relative perspectives. This nonthreatening approach helps students enter a discussion of the socio-cultural from "where they are" compositionally ad socio-culturally. (Writing strategies from Lauer's "Pedagogy" is attached.) (NKA)

ED 375 468 EA 026 164

Identifying Cross-Cutting Outcomes for Use as a Focal Point for Change.

PUB DATE- Sep 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; *Agency Role; Child Welfare; Elementary Secondary Education; Evaluation Criteria; Holistic Approach; *Outcomes of Education; School Restructuring; *State Departments of Education; *State Standards
IDENTIFIERS- *Indicators

This issue brief discusses the process of identifying a broadly defined set of desired outcomes for children and youth. It looks at the experiences of four states making progress in this area--Oregon, Texas, Kentucky, and Kansas--in order to illustrate the implications for state education agency policy and practice. It presents principles for ensuring that outcome-based education efforts are compatible with and supportive of more comprehensive attempts to achieve cross-sector accountability for the well-being and success of children and families. It challenges state education agencies (SEAs) to measure success by how well schools contribute to helping children and youth develop a wide range of skills, competencies, and personal attributes. The role of SEA is described in relation to the following: identifying a set of cross-cutting outcomes; forging a common vision; agreeing on outcomes; and identifying indicators. The following accountability efforts are described: (1) setting goals for concerted statewide action in Oregon; (2) restructuring human services in Texas; (3) taking a broad view of education reform in Kentucky; and (4) moving toward performance-based accreditation in Kansas. Two figures are included. The appendix, comprising two-thirds of the document, contains descriptions of 36 child well-being indicators. Each 1-page descriptor contains: the indicator briefly stated; significance; data requirements; current source of information; facts; and comments. (LMI)

McLaughlin, Margaret J.; Warren, Sandra Hopfengardner
Performance Assessment and Students with Disabilities: Usage in Outcomes-Based Accountability Systems. Performance Assessment: CEC Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accountability; *Disabilities; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Outcomes of Education; School Districts; State Programs; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Performance Based Evaluation; *Testing Accommodations (Disabilities)

As part of the educational reform movement, states and local districts have implemented outcomes-based accountability for student outcomes. Outcomes-based accountability systems are using results of both traditional assessments, such as norm-referenced tests, and authentic performance assessments in an effort to measure broad domains of student knowledge. Issues in using performance assessments in large-scale on-demand assessment programs include the costs associated with administration and reliability in scoring. The level of rigor applied to assessment of outcomes for nondisabled students compared to students who are receiving special education services is being considered. Issues in using performance assessments for students with disabilities include defining the outcomes to be assessed, developing performance standards, developing assessment accommodations, and scoring. Five performance assessment programs that have taken various approaches to the inclusion of students with disabilities are described; these include Kentucky; Maryland; Vermont; Littleton, Colorado; and Arlington Heights, Illinois. Interviews with representatives of these programs indicated that students with disabilities could be exempted from participation in the assessment program (except in Kentucky) and that decisions to exempt were typically made by Individualized Education Program teams. (Contains 29 references.) (JDD)

ED 375 607 FL 021 835

Poon, Anita
Action Research: A Study on Using TV News To Improve Listening Proficiency. Research Report No. 14.
PUB DATE- May 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Action Research; Audiovisual Aids; Classroom Techniques; College Students; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Language Proficiency; Language Research; *Listening Comprehension; Listening Comprehension Tests; *Listening Skills; *News Media; Second Language Instruction; Skill Development; *Television; Testing; Vocabulary
IDENTIFIERS- City Polytechnic of Hong Kong; Hong Kong

A study investigated the effectiveness of structured viewing of television news on listening comprehension in English as a Second Language (ESL), as compared with the effectiveness of standard listening comprehension materials. Subjects were 66 students aged 18-22 in diverse disciplines, 34 in the experimental group and 32 in a control group. Listening proficiency was pre-tested and post-tested using two standardized tests. The experimental group was taught, in part, using recordings of television news and related worksheets and vocabulary lists. The control group was taught using several sets of commercial listening comprehension materials. Both groups were also surveyed concerning their perceptions of general course activities and listening instruction. Results indicate both groups made significant progress in development of listening skills, with the experimental group making more progress, although statistically non-significant, than the control group. A greater range of effect was found in the control group. However, the experimental group reported both more interest in the listening materials used and greater feeling of improvement than did the control group, suggesting that use of television news recordings had a positive influence on student motivation. Materials used in testing, instruction, and the survey are appended. (MSE)

ED 375 647 FL 022 485

Syntax and Morphology. Working Papers in Linguistics 18.
PUB DATE- 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affixes; Foreign Countries; Form Classes (Languages); *Grammar; Language Patterns; Language Research; Linguistic Theory; *Morphology (Languages); *Norwegian; *Slavic Languages; Structural Analysis (Linguistics); Swahili; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- Clitics; Relative Clauses

Four papers on syntax and morphology are presented. "Clitics in Slavic" (Mila Dimitrova-Vulchanova) discusses the syntactic relevance of clitic placement across Slavic languages, and the functional categories that are or might be instrumental in determining placement of clitics and clitic clusters. In "A Promotion Analysis of Restrictive Relative Clauses" (Tor A. Afarli), it is argued that in syntactic analysis of Norwegian, a variant of the non-standard promotion (head-raising) analysis is appropriate for the most common type of restrictive relative clauses, those that have the complementizer "som" as relative clause particle. In "The Case for a 'Progressive' Derivational Affix in Kiswahili Predicate Items" (Assibi Apatewon Amidu) the structure of derivational affixes in Swahili is revised, focusing on some of the rules used to describe the "applicative" and "reversive" derivational affixes. An additional affix category is proposed. "Asymmetry in Symmetrical Object Languages: A Problem for LFG?" (Camillia N. Keach, Michael S. Rochemont) examines the asymmetric behavior induced by possessor raising in symmetrical object languages in the context of existing theory. Each paper contains references. (MSE)

ED 375 667 FL 022 520

Raker, Richard
Integrated Block Scheduling and Team Teaching in the STEP-UP Academic English Program at Tokai International College.
PUB DATE- 7 Oct 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; English (Second Language); *English for Academic Purposes; Liberal Arts; Program Evaluation; *Scheduling; Second Language Instruction; *Team Teaching; *Time Blocks; *Time Factors (Learning); Two Year Colleges
IDENTIFIERS- *Tokai International College HI

The academic English-as-a-Second-Language program at Tokai International College (Hawaii), designed to bring students' English language skills to a level at which they can take degree-related credit courses, is described. The program, originally designed as a traditional second-language curriculum, was revised to consist of 3-hour instructional blocks each morning, have a thematic curriculum, offer a learner-centered and collaborative approach, and be team-taught. It was also intended that the instruction be holistic, integrating content, time factors, and teacher and student input. After six academic terms using this approach, the program currently offers three levels of instruction based on language proficiency. Two instructors team teach and develop curriculum at each level. Analysis of the program so far has revealed that the topical focus has been effective and that the program supports different learning styles, integrates skills in a natural manner, provides students with opportunities to use varied skill-learning and practice techniques, creates fewer time constraints for teachers, allows students to become better acquainted, builds student and class camaraderie, and allows students more time to learn from each other. Problems encountered center largely on team teaching. Eight specific suggestions for better team teaching have resulted. (MSE)
Contains 11 references.

ED 375 688 FL 800 824

Holt, Daniel D., Ed.
Assessing Success in Family Literacy Projects: Alternative Approaches To Assessment & Evaluation. Language in Education Theory & Practice 85.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Guides; Classroom Observation Techniques; *English (Second Language); *Family Programs; Holistic Approach; Interviews; *Literacy Education; *Measurement Techniques; Needs Assessment; Program Development; *Program Evaluation; Sampling; *Student Evaluation; Student Placement; Surveys; Teaching Guides
IDENTIFIERS- *Family Literacy

A discussion of family literacy projects focuses on alternatives to traditional methods of program evaluation. In the first chapter, the distinction between standardized and alternative assessments is clarified and the special evaluation needs of family literacy projects are highlighted. The remainder of the handbook is intended to help program staff members design and implement appropriate alternative approaches to assessment. Each chapter addresses a different aspect of assessment and evaluation. Chapter 2 contains a model for integrating program planning, implementation, and evaluation activities. Chapter 3 addresses initial assessment, including needs assessment, intake, and placement, suggesting strategies for using these to yield accurate baseline information. The fourth chapter describes how alternative approaches can be used to document learners' progress toward instructional objectives, and the fifth chapter suggests uses for surveys, performance samples, focus groups, and observation techniques to measure and demonstrate progress toward program goals. The final chapter describes the process used in designing and field testing this handbook, using the planning model presented earlier and offering methods for refining the project in question. A glossary is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 375 508   EA 026 215

Dlugosh, Larry L.; Bryant, Miles T.
Constructivism Microworlds, and Curricular Innovation in Educational Administration.
PUB DATE- 94
NOTE- 20p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (7th, Houston, TX, October 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; Critical Thinking; *Educational Administration; *Educational Innovation; Elementary Secondary Education; Higher Education; Learning Strategies; Peer Teaching; Self Directed Groups; Student Projects; *Theory Practice Relationship

This paper describes an innovative course in educational administration and presents students' reactions to the experience. The class was based on the constructivist perspective, which emphasizes the individual's construction of reality through dialogue, observation, writing, and reflection. The class was organized to focus students on the purpose and meaning of schooling and administration, utilizing the concept of the classrooms as microworlds, or "communities of inquiry." The course, which was based on self-directed learning and critical thinking to encourage students to take risks in a safe environment, used student teams to design "new concept" schools. Feedback from students was very positive; they requested that they be allowed to remain together as a cohort throughout their masters' degree program. However, the department was unwilling to accommodate the change. (LMI)

ED 375 626 FL 022 458

Shannon, John
TESOL's Process Versus Product Debate.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Strategies; Educational Trends; *English (Second Language); Higher Education; Professional Associations; *Scholarly Journals; Second Language Instruction; Teaching Methods; Trend Analysis; *Writing Instruction; *Writing Processes
IDENTIFIERS- Horowitz (Daniel M); *Process Approach (Writing); *Product Approach (Writing); Teachers of English to Speakers of Other Languages

The controversy over two approaches to writing instruction in English as a Second Language (ESL), product and process orientations, is reviewed based on articles appearing in the Teachers of English to Speakers of Other Languages' quarterly professional journal from 1982-1991. In the process-oriented approach, instructional practices emphasize the strategies that lead the writer to the processes underlying composing and discovery of meaning; product orientation focuses on the end result of the composing process. Special attention is given to 1986 criticism of the process approach by Daniel Horowitz. It is concluded that at present the status of the debate is characterized by compromise and an integrated theory of writing that includes both process and product. (MSE)

ED 375 276 CE 067 426

O'Sullivan, Denis
Commitment, Educative Action and Adults. Learning Programmes with a Social Purpose.
PUB DATE- 93
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Programs; *Change Strategies; *Economic Development; Foreign Countries; Interpersonal Relationship; *Role of Education; Social Action; *Social Change
IDENTIFIERS- *Commitment

This book analyzes socially committed programs defined as systematic efforts to bring about social change through educative action. Chapter 1 provides examples of socially committed programs and an overview of the book. Chapters 2-7 explore six key questions about seeking to change people in a socially committed way. Chapter 2 looks at those who pursue social objectives by means of educative action. Chapter 3 considers the intent of socially committed programs. Chapter 4 sets out a framework for the epistemic intent of a socially committed program and draws implications for psychological change and formative strategies. Chapter 5 discusses the establishment of the legitimacy of a program's substance and agents. Four varieties of legitimation are considered: charismatic, normative, traditional, and rational. Chapter 6 describes seven varieties of association between participants: categorical, atomistic, collective, primary, dualist, exclusionary, and activist. Chapter 7 considers how a program copes with a specific variety of dysfunction--the doubts, disbelief, dissent, or incapacity of participants. The conclusion returns to the issues of human agency, structural forces, and ideology, considering the autonomy and empowerment of participants as topics worthy of the concern of those who initiate and enact socially committed programs. Contains 215 references. (YLB)

ED 375 295 CE 067 452

Workplace Literacy Curriculum: A Competency-Based Approach for ESL, Math, & Reading.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Aug 94
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Behavioral Objectives; *Competency Based Education; Curriculum Development; Curriculum Evaluation; Curriculum Guides; *English (Second Language); Instructional Materials; Lesson Plans; Literacy Education; *Mathematics Instruction; *Reading Instruction; Writing Instruction
IDENTIFIERS- *Workplace Literacy

This document provides a curriculum that is comprised of workplace-specific literacy methods, materials, and assessment techniques that are customized yet broadly applicable. A process section introduces the curriculum by describing its development process. It discusses staff development, needs assessment, competency development, materials selection, and instruction. The section concludes with an evaluation of the curriculum development process. The product section consists of the curriculum itself, with a statement of philosophy and goals, student profiles, the scope of instruction, assessment and evaluation strategies, instructional techniques, course outlines, and sample lesson plans. Six course outlines (two in each area) are provided: English as a second language, general math, and reading/writing. Lists of subject area competencies are provided. Each course outline states the competency and then lists basic skills it encompassed, instructional activities, and instructional materials. The expected instructional outcome appears at the bottom of the lists. Sample lesson plans (two in each subject area) lists competencies, basic skills, level and duration of class, and resources, materials, and texts. This content is provided: warm-up/review, presentation, guided practice, application, and teacher comments. Appendixes include a 94-item bibliography, needs assessment instruments, and workplace competency checklist. (YLB)

ED 375 333   CG 025 427

Doll, Beth; And Others
Why School Mental Health Is Essential for Reformed Schools.
PUB DATE- 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *At Risk Persons; Children; Early Parenthood; Education; *Educational Needs; Educational Trends; Elementary Secondary Education; *Family School Relationship; Gifted; *Mental Health; *School Counseling; *School Counselors; School Psychologists; Youth Problems
IDENTIFIERS- America 2000; National Education Goals 1990

The National Goals 2000 emphasizes the importance of public school children's socio-emotional and physical health. Twenty percent of America's public school children suffer significant mental health problems. The longer schools wait to intervene with children at risk, the more expensive and less successful the schools' efforts will be. Aggressive or withdrawn preschoolers may later experience academic difficulties, troubles with friendships and authority, and perhaps even fall into delinquency. Successful early intervention programs incorporate three components: (1) early diagnostic evaluations to identify children at risk; (2) services which support children's physical health and mental health; and (3) parent education and involvement. School psychologists, in particular, should devote special attention to literacy, the mental health needs of the gifted, services for school-aged parents, and school mental health and home school partnerships. Comprehensive systems for addressing students' social and emotional needs are imperative in order to increase school retention and to facilitate learning. These systems must be tailored to the various schools and communities and should include broad preventative measures which pervade the general school climate. School psychologists and other school mental health professionals are uniquely trained to participate in the planning and implementation of these programs which bring together schools, families, and communities. (Contains 96 references.) (RJM)

ED 375 410 CS 214 559

Stewart, Richard D.

Metaphorical Transformation: A Tool for Enhancing Holistic Language Instruction and Student Identity.

PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Discourse Analysis; *Discourse Modes; Educational Theories; Higher Education; Learning Processes; *Metaphors
IDENTIFIERS- Discourse Communities

The Cartesian/Newtonian vision of human existence is outmoded because modern quantum physics has rendered it inaccurate. Quantum theory has demonstrated that the world cannot be reduced to independent and separate elements. The notion that there is an external, objective reality "out there," separate from the self, to be classified, measured, quantified, and manipulated has been severely undermined. But while the scientists in the hard sciences are moving beyond "commonsense" notions, social scientists, especially psychologists and educators, remain entrenched in the dualities of older Western thinking. The time is ripe for a paradigm shift in these fields, and techniques such as metaphor-based transformative narrative and "classroom therapy" may be central to this process. Instructors should become cognizant of the metaphors that they and their students use to construct knowledge about the learning process and about the self. Additionally, educators might ask, along with D. J. Flinders, "How do metaphors presented in text materials, courseware, or a class discussion reproduce cultural stereotypes?" Similarly, Eastern philosophy might be used to challenge Western assumptions. Instead of explaining the inherent unity of all life and energy in the universe (an idea supported by modern quantum physics) in logical, linear fashion, Taoist, Buddhist and yogic teachers use stories and parables to help students metaphorically uncover their meaning. The most popular example of such a method is the Zen Buddhist "koan," a riddle impenetrable by logic. (Contains 15 references.) (TB)

ED 375 449 CS 508 723

Verriour, Patrick
In Role: Teaching and Learning Dramatically. The Pippin Teacher's Library.
PUB DATE- 94
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Dramatic Play; Elementary Education; Foreign Countries; Program Development; Program Implementation; Student Evaluation; *Teacher Role; *Teaching Methods; Thematic Approach
IDENTIFIERS- *Drama in Education; Learning across the Curriculum

Offering a step-by-step guide to the planning and implementation of dramatic play in the elementary classroom, this book shows how the art of dramatic playing can be used as a process for integrating learning across the curriculum. The first section of the book, Playing Dramatically, discusses integrating learning and drama, areas of learning (intellectual, emotional, social, drama, and language), and drama in the curriculum. The next section, Integrating Learning Dramatically, presents a 6-session thematic unit and addresses working cooperatively, developing a thematic unit, planning for future sessions, and assessment of student learning. The third section, Planning Dramatically, follows two teachers as they plan dramatic playing in an integrated thematic unit dealing with issues of war and racial discrimination. The fourth section, Teaching Dramatically, discusses teaching in role, working from a picture book, responding to a novel, and exploring a fairy tale. The last section of the book, Thinking Dramatically, is concerned with the assessment of learning in dramatic playing and the tools to gain a greater understanding of the different kinds of learning that have occurred. A list of 11 additional readings for teachers and a 23-item additional resource list are attached. (RS)

ED 375 489 EA 026 190

Stufflebeam, Daniel L.
Evaluation of Superintendent Performance: Toward a General Model.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 112p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Administrator Responsibility; Administrator Role; *Board Administrator Relationship; Elementary Secondary Education; Models; Performance; School Districts; *Superintendents

This paper focuses on the evaluation of the on-the-job performance of school district superintendents as they implement school board policy. It draws from the results of a federally supported project on improvement of administrator performance evaluation. Following an overview of the paper's objectives and rationale, part 1 offers a brief history of the superintendency, its duties, competencies, and requirements. Part 2 presents basic concepts for developing a superintendent performance-evaluation model, outlining tasks in the personnel evaluation process. The main models used to evaluate superintendents' performance are assessed in the third part. Part 4 provides a draft of an improved evaluation model based on communication between the board and administrator and on sound conceptualizations of the superintendent's duties. The final part discusses implementing the model within normal school-year calendars. Thirteen figures are included. Contains 51 references. (LMI)

ED 375 529   EA 026 243

Educational Excellence: Taking Action. Actions Taken by the South Carolina Department of Education Based on the Educational Excellence Team's Recommendations for Improving South Carolina Schools.
PUB DATE- 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)
DESCRIPTORS- Educational Change; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Outcomes of Education; *Public Schools; *State Action; *State Programs; Statewide Planning
IDENTIFIERS- *South Carolina

In 1991, 58 Educational Excellence Teams made over 1,000 recommendations for improving South Carolina public schools. This publication briefly examines the accomplishments of the South Carolina educational system. A partial list of topics reviewed includes: accountability, accreditation and assessment, adult education/literacy, at-risk youth, business-education partnerships, community education, child welfare, curriculum reform, federal programs, finance and facilities, food service, instructional technology, interagency collaboration, parental involvement, personnel evaluation, restructuring/decentralization, teacher education, teacher incentive program, textbooks, and transportation. Each section describes actions taken to meet the recommendations made in each of the areas of concern. (LMI)

ED 375 549 EC 303 386

Wheeler, John J.; Scheinost, Thomas E.
An Assessment of Long Range Professional Development Needs and Priorities for Future Training Needs.
SPONS. AGENCY- South Dakota Governor's Planning Council on Developmental Disabilities, Pierre.
PUB DATE- 18 Mar 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Delphi Technique; *Developmental Disabilities; Higher Education; *Long Range Planning; *Needs Assessment; Opinions; *Professional Development; Professional Education; *State Surveys; Total Quality Management
IDENTIFIERS- Focus Groups; *South Dakota

This South Dakota project assisted the Governor's Planning Council on Developmental Disabilities in setting long range preservice and inservice professional development priorities and identifying future planning needs of the Council. The project provided a prioritization of training needs in the area of developmental disabilities as perceived by consumers, parents, families, service providers, and relevant others. The project was completed in four phases: (1) a literature search to determine the current and emerging trends in service delivery for persons with developmental disabilities across the life span; (2) a Delphi survey of various generalized and specialized statewide groups to elicit input on long-range staff training needs in the state; (3) establishment of six focus groups which discussed issues covered in the Delphi survey and the potential of the Human Resource Development Model; and (4) a follow-up survey of focus group participants. The resulting prioritized listing of training needs outlines 23 inservice training priorities, 13 preservice training priorities, and 11 priorities concerning training in the human resource development model and total quality management. Each identified priority includes a justification based on the project's survey. An appendix includes the Delphi surveys sent to various groups. Contains 21 references. (DB)

ED 375 587 EC 303 427

Ysseldyke, James E.; And Others
Opportunity-To-Learn Standards. Synthesis Report 14.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 94
NOTE- 34p.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Access to Education; Accountability; Definitions; *Disabilities; Educational Change; Educational Legislation; *Educational Opportunities; Educational Practices; Elementary Secondary Education; *Excellence in Education; Federal Legislation; Measurement Techniques; School Restructuring; State Programs; *Student Educational Objectives
IDENTIFIERS- *Goals 2000; *Opportunity to Learn

This paper provides an overview of the use of "opportunity to learn" (OTL) standards, in relation to its implications for students with disabilities. It reviews "opportunity to learn" standards in the Goals 2000: Educate America Act and in Congressional report language on Goals 2000. The paper offers five different definitions of "opportunity to learn" and discusses alternative perspectives on OTL standards, which view OTL standards as equivalent to school delivery standards, as one part of systemic reform, as sufficient inputs, and as allocated time or academic engaged time. State practices in the implementation of OTL standards are noted, specifically in California, New York, South Carolina, and Vermont. Treatment of students with disabilities in discussions of OTL standards is then explored, determining that treatment ranges from no mention of students with disabilities, to different OTL for students with and without disabilities, to special emphasis on students with disabilities. Measurement of OTL is also considered, focusing on time spent in school, time allocated to instruction, time spent engaged, funding and provision of resources, and content coverage/instructional practices. Major issues surrounding the concept of OTL standards are examined, followed by a discussion of implications for students with disabilities and recommendations. (Contains 45 references.) (JDD)

ED 375 627 FL 022 459

Baskin, Rory S.

Student Feedback on Dialogue Journals.

PUB DATE- Sep 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; *Classroom Communication; Classroom Techniques; *Dialog Journals; *English (Second Language); High School Freshmen; High Schools; Instructional Effectiveness; Introductory Courses; Limited English Speaking; Second Language Instruction; *Student Attitudes; Surveys; *Teacher Student Relationship

A survey of first-year high school students of English as a Second Language (ESL) (n=44) investigated their feelings about dialogue journal writing, including what they had learned, what they enjoyed reading and writing, reactions to teacher-generated questions, journal effect on oral English skills, desire to continue the journals, and other responses. The students had been writing journals for about 6 months. It was found that even after 6 months' interaction through journals, the survey revealed things both teacher and students were unaware of. The journals had more appeal to students than was manifested in student classroom behavior; students did not understand that they would get teacher responses of about the same length as their entries; some students needed explicit instruction in selection of topics; and some students appreciated teacher questions more than others. It is concluded that the journals themselves do not always provide teachers with adequate information about student preferences, understanding, or opinions, and that this exercise was useful in enhancing the teacher's understanding. (MSE)

ED 375 648   FL 022 486

African Linguistics. Working Papers in Linguistics 19.

PUB DATE- 93
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affixes; *African Languages; Diachronic Linguistics; Ewe; Foreign Countries; Form Classes (Languages); Fulani; *Grammar; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); Phrase Structure; Structural Analysis (Linguistics); Swahili; Syntax; Uncommonly Taught Languages; Verbs
IDENTIFIERS- Dagari

Five papers on African linguistics are presented. "Observations on Some Derivational Affixes in Kiswahili Predicate Items" (Assibi Apatewon Amidu) examines the few morphemes recognized in the Swahili derivational affix system and suggests changes in the rules of vowel harmony and in presentation and representation of the affixes in use. "Dagaare Syntax: A Two-Level X-Bar Account" (Adams B. Bodomo) presents a formal analysis of aspects of the morphosyntactic structure of Dagaare and related languages, using the two-level X-bar system. In "The X-Bar Theory and the Ewe Noun Phrase" (James A. B. K. Essegbey), previous research on the nominal phrase in Ewe is reviewed and discussed in relation to X-bar theory. In "Affix Order in Fulfulde and the Scope Interpretation" (Ole T. Fagerli) it is proposed that the scope interpretation of affix order can not, even theoretically, account for every possible combination of derivations in Fulfulde. Data are drawn largely from one dialect. "A Diachronic Study of Fula Conjugation" (Rolf Theil Endresen) reconstructs conjugational endings in two hypothetical earlier stages of Fula, with a detailed presentation and discussion of the steps in the development from earlier stages to modern dialects. Each paper contains references. (MSE)

ED 375 258 CE 067 394

Focus on Assessment.
PUB DATE- Apr 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Literacy; Basic Skills; Courseware; Educational Research; *Evaluation Methods; High School Equivalency Programs; *Literacy Education; *Portfolio Assessment; Program Effectiveness; *Program Evaluation; *Student Evaluation; Surveys
IDENTIFIERS- General Educational Development Tests; *Workplace Literacy

The focus of this issue is research findings on adult literacy assessment. "Multiple Assessments in Workplace Literacy" (Eunice N. Askov) describes assessments to meet the varied needs of the multiple clients that workplace literacy programs often serve. "Current Practice in Workplace Literacy Evaluation" (Judith A. Alamprese) reports results of an analysis of National Workplace Literacy Program project evaluations to assess the strengths and limitations of their evaluation designs. "Assessment of Adult Learners: Purpose and Context" (Jean H. Lowe) compares the American Council on Education's two high school equivalency programs: General Educational Development program and External Diploma Program. "Assessment Courseware for Workplace Literacy" (Brett Bixler, Eunice N. Askov) describes a computer-based, criterion-referenced assessment that helps adults obtain or progress in entry-level jobs by assessing related basic skills in a particular job area and diagnosing their strong and weak basic skills. "The APL Adult Performance Level and the NALS: The Second Coming of the Government/Educational Contractor Juggernaut in Adult Literacy Education" (Thomas G. Sticht) focuses on the meaning of the National Adult Literacy Survey (NALS) for adult educators. "Combining Published with Locally-Developed Measures to Assess Workplace Literacy Skills" (Dolores Perin) focuses on choosing between the two. "Portfolio Assessment in Adult Literacy Education" (Hanna Fingeret) considers its implementation and impacts and offers recommendations. Two resources are reviewed. (YLB)

ED 375 314 CE 067 482

Blackburn, Donald J., Ed.
Extension Handbook. Processes and Practices. Second Edition.
PUB DATE- 94
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adoption (Ideas); Adult Education; *Agricultural Education; Citizen Participation; Community Action; Community Change; Delivery Systems; Diffusion (Communication); *Educational Practices; Educational Research; Educational Technology; *Extension Education; Foreign Countries; Information Systems; Inservice Teacher Education; Leadership; Learning Theories; Marketing; Mass Media; Power Structure; *Program Development; *Rural Education; *School Community Relationship; Social Change; Student Motivation; Teacher Improvement; Teaching Methods; Theory Practice Relationship; Vocational Education
IDENTIFIERS- *Canada; Educational Marketing

This book contains the following papers about processes and practices in extension education in Canada: "Historical Roots" (Blackburn, Flaherty); "Transitions and Directions in Extension" (Blackburn, Flaherty); "Applying Learning Theory in Extension Work" (Griffith); "Understanding and Applying Motivation Research" (Griffith); "Pre-Adult Development and Programming" (Peters); "Diffusion and Adoption: Basic Processes for Social Change" (Lamble, Seaman); "Agricultural Knowledge and Information Systems" (Roling); "Marketing Programs" (Brown); "Community Leadership and Social Power Structures" (Rossing, Howard); "The Program Planning Process" (Forest, Baker); "Constructive Public Involvement" (Howard, Baker, Forest); "Participation and Community Action" (Jiggins, Shute); "Promoting Change Using Effective Teaching Techniques" (Mitchell, Corby, Scotney); "Using Communications Media" (Woodis, Hixson, Evans); "New Extension Technologies" (Waldron, Moore); "Effective Personal Contacts" (Hagarty, Evans); "Program Evaluation" (Forest, Brack, Moss); "Management and Supervision" (Waldron); and "Professionalism...Managing Ourselves and Leading Others" (McKenna, Gerken). Many papers include substantial bibliographies. (MN)

ED 375 372 CG 025 825

Balding, John
Young People in 1993.
PUB DATE- 94
NOTE- 342p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Athletics; *Child Behavior; *Child Health; Childhood Interests; *Children; Dental Health; Drug Use; Elementary Secondary Education; Family Life; Foreign Countries; *Health Activities; Health Education; Health Related Fitness; Money Management; Parent Child Relationship; Sexuality; Student Interests; Tables (Data)
IDENTIFIERS- *United Kingdom

The Schools Health Education Unit (SHEU) supports and promotes effective health education in primary and secondary schools in the United Kingdom. This book lists the results taken from "The Health Related Behaviour Questionnaire" collected from 29,074 participants (14,757 boys and 14,317 girls) between the ages of 11 and 16, from 171 schools in Scotland and England. The sample population came from requests made by health authorities who promote the use of this particular health questionnaire in their districts' schools. Participants know that their answers will remain anonymous and many of the study's statistical conclusions have proven accurate. The results are presented in a series of tables organized under eight groups: (1) Diet; (2) Doctor and Dentist; (3) Health and Safety; (4) Home; (5) Drugs; (6) Money; (7) Sport; and (8) Social and Personal. For each table, a question from the questionnaire appears at the top with the responses--given in percentages--presented underneath, categorized by age and gender. Each table also features a commentary at the bottom which offers some interpretation of the data. (RJM)

ED 375 429 CS 214 582

Women in Literature 7-12: A Training Module. Equity in Education: The Alaska Project.

PUB DATE- 94
NOTE- 89p.; Funded by Title IV Sex Desegregation Technical Assistance Grant.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Females; Inservice Teacher Education; Learning Activities; Lesson Plans; *Literature; Secondary Education; *Sex Bias; Sex Discrimination; Teacher Workshops
IDENTIFIERS- *Alaska; Womens Literature

Developed and written so that Alaska school district personnel with a minimal amount of experience could conduct an equity inservice presentation, this equity module provides trainer instruction sheets, handouts, and activity sheets suitable for an inservice presentation on women in literature. After a sample agenda for the inservice presentation and an introductory exercise, the module presents activities designed to: (1) identify bias in books for college-bound students; (2) point out bias in reviewing of female authors' books; (3) give participants a chance to analyze their own curriculum; (4) help participants adapt and/or use some of the 13 lesson plans included in the module; (5) have participants experience a lesson on women in literature; (6) introduce participants to a number of women authors; and (7) show what assumptions can be made from literature that is sexually biased. Evaluation instruments; a list of eight womens' diaries and journals that are available in Alaska; a list of 11 womens' diaries and journals that are not available in Alaska; Elaine Millard's essay "Stories to Grow On: A Re-Examination of Fiction in the First Years of Secondary School"; a list of alternative themes, literature units, and publishers' resources; a list of 50 recommended books by women; and four articles from "English Journal" concerning women in literature are attached. (RS)

ED 375 469 EA 026 165

Piper, Paul S.

Schools-within-a-School: The Kapa'a Elementary School Model.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Diversity (Institutional); Educational Innovation; Elementary Secondary Education; *Nontraditional Education; *School Choice; *School Organization; *School Restructuring; *School Size
IDENTIFIERS- Kauai School District HI; *Schools Within a School Plan (Elementary Educ)

This document describes the successful schools-within-a-school (SWS) program implemented at Kapa'a Elementary School in Hawaii. The SWS model addresses the issue of school size and its ramifications. In 1989, the school sought the help of a leading educational researcher, Dr. Mary Anne Raywid, to develop a change model that gave the teachers license to form collaborative teams based on their strengths and approaches to education. SWS allows teachers and students to create a discrete identification within the larger social structure of the school. The first school to originate within Kapa'a Elementary was Ke Kula Kaiapuni Hawaii O Kapa'a, the Hawaiian immersion school which began in 1989. SMILE, a school using a whole language approach to education came into being in 1991. EXPLORE School, founded at the same time as SMILE, encourages a hands-on inquiry approach to education. Other schools such as ENTERPRISE, COSMIC, and KALEIDOSCOPE focus on applied technology, critical thinking skills, and math-oriented curriculum respectively. The document describes necessary elements for making the SWS model work, the various schools within Kapa'a, and other SWS models. Kapa'a encountered several implementation problems, such as teacher resistance, "school hopping," difficulty in coordinating schedules, and a devastating hurricane. Problems were resolved by developing teacher-administrator liaisons, requiring a 1-year commitment from students and their parents, and providing teacher stipends for 10 paid planning days. The Kapa'a Elementary SWS program emerged from a grassroots movement by parents, teachers, and administrators to address problems manifested by the school's enormous size and student population. The model reflects one way of engaging all relevant parties in a child's education. (LMI)

ED 375 509   EA 026 216

Dlugosh, Larry L.
The Beginning Superintendent Study: Initial Notes. Laura's Story.

PUB DATE- 12 Feb 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of School Administrators (126th, San Francisco, CA, February 11-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Educational Administration; Elementary Secondary Education; *Leadership; *Leadership Styles; Orientation; Public Schools; School Community Relationship; School Districts; Socialization; *Superintendents
IDENTIFIERS- *Beginning Superintendents

This paper presents findings of a case study that explored the experiences of a beginning superintendent. The data were collected during the 1992-93 school year through telephone interviews, a site visit, document analysis, and personal conversations with the female superintendent of a K-8 city district in the southwestern United States. During her successful first year, the superintendent: (1) developed an informal entry plan prior to her actual starting date; (2) dealt with early personnel issues in a decisive, positive manner; (3) controlled rumors; (4) communicated to teachers and the community the message that all children need the opportunity to learn in a proper learning environment; (5) conducted a needs assessment review; (6) focused attention on three important needs--student instruction, intradistrict communication, and improved facilities; and (7) garnered support from the administrative staff. She reported that her formal administrator preparation did little to prepare her for the position. She recommended that administrator education programs include courses on group dynamics, consensus building, and theory-practice simulations. (LMI)

ED 375 569 EC 303 406

Cohen, Mary Kemper; And Others
Survival Guide for the First-Year Special Education Teacher. Revised Edition.
PUB DATE- 94
NOTE- 56p.; For the 1990 edition, see ED 329 055.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Codes of Ethics; *Disabilities; Educational Planning; Elementary Secondary Education; Interprofessional Relationship; Parent Teacher Cooperation; Regular and Special Education Relationship; Social Support Groups; *Special Education Teachers; Standards; Stress Management; Teacher Administrator Relationship; Teacher Qualifications

This guidebook offers practical advice to support special education teachers in their first year of teaching. The first chapter, "Getting Ready To Teach," outlines preparations necessary before school begins, such as organizing the classroom and establishing planning and record-keeping strategies. "Tips for the Classroom" lists what teachers should discuss with students on the first day, what to prepare for a substitute teacher, and positive reinforcers. "Building Rapport" offers tips on working with co-workers, the administration, and parents. "Interfacing with Regular Educators" lists basic ingredients to a successful regular and special education partnership, suggests communication strategies, and notes sources of support. "Be Kind to Yourself and Enjoy" offers stress management tips for teachers and students. "Think about It" describes some situations that can be better handled if the teacher thinks about them ahead of time. By thinking ahead, the teacher is better able to find alternatives to cope with situations such as encountering severe behavior problems, vandalism, student smoking, or a potential student suicide. The final chapter, "Some Closing Thoughts," encourages new teachers to emphasize the positive aspects of their first year of teaching. The guidebook concludes with a list of information resources available from the Council for Exceptional Children (CEC), the "CEC Code of Ethics for Educators of Persons with Exceptionalities," and "CEC Standards for Entry into Professional Practice." (JDD)

ED 375 668 FL 022 521

Wolff, Dieter
New Approaches to Language Teaching: An Overview. CLCS Occasional
Paper No. 39.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communicative Competence (Languages); *Educational Trends; Elementary Secondary Education; FLES; Foreign Countries; *Instructional Innovation; Language Attitudes; *Second Language Instruction; *Second Language Learning; Student Centered Curriculum; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Communicative Approach; European Community; Task Oriented Instructions

This essay discusses the state of foreign language (FL) instruction in the European Community, the strengths and weakness of the communicative approach to FL instruction, and recent trends in FL teaching methods. The communicative approach, in widespread use since the 1970s, emphasizes the use of the target language in the classroom, deemphasizes grammar instruction, and stresses the use of authentic materials and exercises. This approach has been criticized, however, as being unrealistic, unsystematic, and beyond the capabilities of many students. Recent trends in FL instruction have tried to overcome these and other weaknesses of the communicative approach. The new approaches include task-oriented language learning, content-oriented language learning, cognitive language learning, process-oriented language learning, and learner autonomy. These new approaches are helping to move FL instruction away from an "instructivist," teacher-directed paradigm to an "instructivist," student-directed learning experience. (Contains 23 references.) (MDM)

ED 375 707   HE 027 791

Bank, Barbara J.
Gendered Accounts: Undergraduates Explain Why They Seek Their

Bachelor's Degree. ASHE Annual Meeting Paper.
PUB DATE- 13 Nov 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; Attribution Theory; *Bachelors Degrees; *College Students; Educational Attainment; Expectation; Females; Higher Education; Males; *Sex Differences; State Colleges; *Student Attitudes; Success; Undergraduate Students; Whites
IDENTIFIERS- *ASHE Annual Meeting; *University of Missouri Columbia

This study used data from a 4-year longitudinal study of students at the University of Missouri, Columbia, to explore differences between males and females in their decisions to seek bachelor's degrees. The study focused particularly on three mediating variables: (1) performance levels, (2) expectations, and (3) attainment values. Data were obtained from 495 students who originally enrolled in 1985, who remained for 1 year at least, and completed an early fall 1985 and spring 1986 questionnaire. Students' university records provided additional information. Students were re-contacted in 1989 and 257 (out of 424 found) completed the questionnaires. Of these, 177 were women. The results of the study provided no evidence that women give self-defeating explanations for their decisions to seek bachelor's degrees. The data suggested that women were more likely than men to take personal credit for their long-term, real world accomplishments. Women in the study had higher performance levels than men though these failed to explain why women made stronger internal attributions and weaker attributions to academic drift than men did. Women also prized the bachelor's degree as much as men did and were just as career oriented as their male counterparts. (Contains 31 references.) (JB)

ED 375 353   CG 025 729

Beels, Jessica, Ed.
Kids' Voices Count: Illuminating the Statistics.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 94
NOTE- 153p.; For companion Data Book, see ED 371 063.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *At Risk Persons; Child Behavior; Child Health; Childhood Interests; *Childhood Needs; *Children; Elementary Secondary Education; High Risk Students; Problem Children; Psychological Needs
IDENTIFIERS- Childhood Experiences; Interviewers

This publication serves as a companion volume to the 1994 KIDS COUNT Data Book. The two books represent different ways of portraying the status and prospects of children in the United States today. While the Data Book profiles quantitative measures of children's lives, this volume features interviews of kids from across the country who describe their worlds in vivid terms. The book was assembled to capture some of the individual stories behind the numbers in the Data Book and to convey some special human insights arising from candid conversations among kids themselves. The roughly 40 interviews here, conducted by children and adolescents, are grouped into three sections: (1) Hard Times/High Hopes; (2) Dropping Out/Hanging On; and (3) Mother-Daughter/Father-Son. It is hoped that the most troubled and troubling of the voices recorded here will deepen public understanding of the desperate conditions confronting too many of America's disadvantaged children. (RJM)

ED 375 391 CS 011 866

Pressley, Michael; And Others

Transactional Instruction of Reading Comprehension Strategies.
Perspectives in Reading Research No. 5.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Qualitative Research; *Reading Comprehension; *Reading Research; *Reading Strategies; Teacher Attitudes

IDENTIFIERS- Research Suggestions; Transactional Strategies Instruction

Focusing on the teaching of comprehension strategies, this paper describes studies designed to identify settings in which effective strategies instruction was being carried out and details the conclusions that can be drawn from the studies. The paper begins with a description of comprehension strategies instruction in the 1970s and 1980s. The paper then discusses a series of qualitative studies undertaken of two successful comprehension strategies instructional programs--the Benchmark School in Media, Pennsylvania which serves high-ability elementary students who experience difficulties in learning to read, and the Montgomery County, Maryland, public schools program, Students Achieving Independent Learning (SAIL), created for Chapter 1 students. The paper then analyzes the instruction in terms of its transactional qualities, its place among constructivist theories of learning, and with regard to theories of intelligent assistance. The paper also includes teachers' ideas about how comprehension strategies instruction might be made more effective. It concludes with a discussion of three directions for future research: better instruction at the primary level, teacher development, and strategies across the curricula and school day. Contains 97 references. (RS)

ED 375 608 FL 021 901

Evans, Moyra
A South African Perspective on the Teaching of Literature to ESL Undergraduates.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Classroom Techniques; *College Curriculum; Educational Strategies; *English (Second Language); *English Literature; Foreign Countries; Higher Education; Indigenous Populations; Instructional Effectiveness; *Literature Appreciation; Second Language Instruction; Undergraduate Students
IDENTIFIERS- *South Africa

The use of English-language literature in South African college instruction for Black students, for many of whom English is a second language, is discussed, drawing on relevant literature. First, the conditions of the education of Black students in South Africa is reviewed, and it is suggested that this population often arrives in higher education without having been taught appropriate study skills, writing skills, learning strategies, or comprehension in English. Large classes in Black universities are also seen as a problem. Formidable linguistic, cultural, and formal barriers to Black student comprehension of English literary texts are borne out in student achievement patterns. Some educators suggest that more African material, both creative and critical, must be incorporated into the curriculum and that Eurocentric texts should be de-emphasized, while others feel that traditional literature instruction and language instruction are more appropriately separated. The introduction of new language teaching techniques and strategies in South Africa is outlined, and their potential role in comprehension of literature is examined. It is concluded that literature can provide both motivation for language acquisition and better understanding of the language itself. (MSE)

ED 375 689 HE 027 773

Fereshteh, M. Hussein
Higher Education Relations: Iranian and the United States Experience.
PUB DATE- 28 Aug 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; Curriculum; *Educational History; Foreign Countries; *Higher Education; International Educational Exchange; International Relations; United States History
IDENTIFIERS- *Iran; *Iranian Revolution 1979; Pahlavi University (Iran)

This review examined the views of 35 higher education professionals in order to explore the history of higher education relations between Iran and the United States particularly before and after the revolution in Iran. The study used interviews with participants, correspondence, and published material from journals, monographs, and newspapers. All participants, interviewees, and authors were either directly or indirectly involved with the Iranian university system before and after the revolution or were engaged in higher education relations involving Iranian and American institutions. The study found that relations between the two nations' higher education systems began in the late 1950s and that in the early 1960s direct and formal higher education relations started with fundamental changes at Shiraz (later Pahlavi) University aimed at making it a completely American-style university in Iran. These relations formally ceased in 1980 with the revolution. However, other relations continued and have taken the form of Iranian students, faculty, and other professionals in the United States who maintain personal and professional ties with Iran. Overall assessment finds that by 1978 Iran had 243 institutions of higher education with most of them at least superficially American-style and using curricula and materials imported from the United States. (Contains 36 end notes.) (JB)

ED 375 277 CE 067 428

Sanderson, Michael
The Missing Stratum. Technical School Education in England 1900-1990s.
PUB DATE- 94
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Developed Nations; Educational Development; *Educational History; Foreign Countries; Labor Force Development; *Labor Needs; Postsecondary Education; Secondary Education; *Skilled Workers; *Vocational Education; *Vocational Schools
IDENTIFIERS- *England

England has failed to create a stratum of technical school education in the 20th century. It is increasingly being recognized that educational defects have contributed to England's relative decline and laggard economic performance compared with European competitors. Although junior technical schools were founded in the early 1900s and secondary technical schools were established after 1945, they have been abandoned in the 1950s and 1960s. This has been in contrast to many of England's industrial competitors in Europe and elsewhere. The lack of this stratum has left England with shortages of skilled labor even in times of high unemployment. It has also left England with a culture that emphasizes high quality making and doing rather less than some rivals. The lack of this stratum helps explain the present unsatisfactory attempts to reintroduce "technology" as an ill-defined subject into an educational system that had rejected it. This lies near the heart of England's malaise about its industrial economy, education, and cultural values. (The book contains 51 tables, 31 pages of endnotes, a selected bibliography listing 283 sources, and an index.) (YLB)

ED 375 411 CS 214 560

Shaw, David; Clark, Lynn Schofield
The Removal of Gender from the News Agenda: A Case Study.
PUB DATE- 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Presidents; Discourse Analysis; Females; Higher Education; *Journalism; *Newspapers; *Sex Bias; Sex Role; *Women Administrators
IDENTIFIERS- Journalism Research; *Media Coverage; News Stories; *University of Colorado

Early in January 1994, more than 70 University of Colorado faculty, including all of the deans, asked president Judith Albino to resign. Albino, however, refused to resign, and later, the Board of regents voted 5-4 to turn down the resolution demanding her resignation; it also ordered a review of Albino's tenure as chief administrator. A study examined the coverage of the gender-based issues of the Albino controversy in seven issues of the three major newspapers in the Boulder-Denver area: the "Rocky-Mountain News," the "Denver Post," and the "Daily Camera." A discursive and nondiscursive analysis of articles in these papers showed that gender was not defined as a key issue in the news discourse. Only the "News" allotted a separate news story which suggested gender as an issue within the story, although the claim was refuted and dismissed rather than investigated. The "Post" failed to even print State Representative Vi June's charges that Albino was asked to resign because of gender-based biases. Further, each time gender became an issue in the newspapers, it was introduced and discussed by women, suggesting that news agencies continue to see gender as a "women's issue." The study's central finding, that gender, when not investigated directly, enters the news discourse through the back door, confirms much research already done on women and journalism. Gender is not a category overtly explored in the analysis of power and politics in the news. (Contains 25 references.) (TB)

ED 375 450 CS 508 724

Ralph, Sue; Corbett, Jenny
How the Local and Provincial press in Britain Reported the Relaunch of Mencap: Changing Images of Learning Disabilities.
PUB DATE- 12 Aug 94
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994). Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Change Strategies; Foreign Countries; *Learning Disabilities; *Mass Media Role; Media Research; *News Reporting; Organizational Communication; Organizational Objectives; Private Agencies; Public Relations; Special Education
IDENTIFIERS- *Charitable Organizations; Journalism Research; Media Campaigns; *Media Coverage; Press Releases; United Kingdom

A study examined 90 newspaper reports from the local and provincial press in Great Britain which covered the relaunch of Mencap, the largest national charity for people with learning disabilities. Mencap has adopted a new corporate style, a new logo, and a new "positive" image to reflect changing attitudes about disabilities. Using for analysis the criteria defined within the organization's press releases, the study focused on two key issues: (1) how closely the press reported Mencap's changing imagery and demonstrated an awareness of the underlying objectives; and (2) how the press included additional aspects of portraying representations of "learning disability." Findings suggest that, although the relaunch was generally reported favorably, there is a basic dilemma in reporting on disability. This includes the need for charities to convey key issues with clarity to journalists and advertisers so that mixed messages are not conveyed, and the challenge that arises in addressing the complex and diffuse nature of "learning disability." For example, the media do not see disabled people as a minority group with a political identity and, therefore, the disability community is not considered newsworthy. One recommendation is to get more accurate stories printed, and that special educators should develop strong relationships with newspaper reporters and editors. (Contains 9 tables; 34 references; a list of newspaper sources; the press releases; and details of the relaunch, with photos of "real" people with disabilities, and the old and new logos.) (NKA)

ED 375 490 EA 026 191

Scherr, Mary Woods
Building Community Support: Crucial Task for New Superintendent.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; *Administrator Role; *Community Support; Elementary Secondary Education; Females; Quality of Working Life; School Community Relationship; *Superintendents; Urban Education; *Women Administrators
IDENTIFIERS- *Beginning Administrators

This paper presents findings of a study that examined the experiences of first-time women superintendents. It was part of a national case study of 18 beginning superintendents who assumed the position during the 1992-93 school year. The paper presents data from case studies of two women superintendents, both in urban districts, with a focus on how they built community support for public education. One superintendent was a district "insider"; the other had previously held the position of assistant superintendent in another district. Data were derived through interviews, observation, and archival analysis. Although gender should be considered in studying leadership experiences, the data indicated too many differences to conclude that the women shared similar experiences as superintendents due to gender, or that they inhabited a uniform female world. Insider/outsider status, rather than gender, had more impact on the ways in which the superintendents garnered community support. Contains 18 references. (LMI)

ED 375 491 EA 026 192

ED 375 530 EA 026 246

Hartzell, Gary N.
How To Help Experienced Teachers Adjust to a New School.
PUB DATE- Sep 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; Feedback; *Informal Organization; *Socialization; *Teacher Attitudes; *Teacher Orientation; *Teacher Transfer; *Teaching Experience

Becoming a member of any organization involves socialization. When teachers move, change work groups, or transfer, they must be "reinducted" or "resocialized" to fit into the new environment. Administrators should recognize two important differences between beginning and relocated teachers--the mindset each brings to the first year of service and the way each is perceived by incumbent staff members. Whereas the beginner needs to be initiated into both the profession and the organization, the veteran brings an already formed sense of a teacher's role. Also, experienced teachers may be perceived to be familiar with the organization and instantly competent; coworkers are less likely to see experienced newcomers as needing increased support. This article advises administrators to give veteran newcomers a realistic view of the school; become aware of job transition issues and build a similar awareness in the arriving teachers; pay attention to informal socialization processes; assign and/or redistribute faculty responsibilities based on individual teachers' talents; involve veteran newcomers in important activities outside their immediate job descriptions; and provide formal and informal feedback. Job changes require adjustment. Since teachers are indispensable to a school's effectiveness, administrators should make this adjustment as easy as possible. Contains 10 references. (MLH)

ED 375 550 EC 303 387

Burke, Tricia G.
Understanding and Assisting Hearing Children of Deaf Parents: A Review of the Literature.
PUB DATE- 1 Sep 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Sign Language; Child Development; Counseling Techniques; *Deafness; *Family Environment; *Language Acquisition; *Parent Child Relationship; Self Concept
IDENTIFIERS- *Disabled Parents

This review of the literature on hearing children of deaf parents (HCDPs) notes increasing interest in this subject, including such aspects as language development, life experiences of HCDPs, parental self-concepts, and counseling techniques. Themes in the literature are identified, including the following: (1) the frustrations of HCDPs as interpreters; (2) the positive self-concept of the HCDP, especially as a family member; and (3) questionable relations of HCDPs with deaf parents. Contradictory findings are noted concerning the effect of American Sign Language (ASL) on acquisition of spoken English, with two main schools of thought: those who believe ASL has no impact on language development of the bilingual HCDP and those who believe ASL has a negative impact on spoken language development. Contains 21 references. (DB)

ED 375 628 FL 022 460

Summak, M. Semih; And Others
Drama Behind the Curtain: Shadow Theatre in EFL/ESL Classes.
PUB DATE- Mar 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994). Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cultural Awareness; *Dramatics; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Effectiveness; Oral Language; *Puppetry; Second Language Instruction; Skill Development; *Speech Skills; *Student Attitudes; Student Motivation; *Student Participation
IDENTIFIERS- *Shadow Puppets; Turkey

An approach to the teaching of English as a Foreign or Second Language (EFL/ESL) that uses Turkish shadow puppetry is described and discussed. The method uses traditional theater characters and contemporary scripts in the form of dialogues and group discussions to provide oral skill practice. The activity has the advantage that even shy students can participate actively since the drama occurs behind a curtain. All equipment and materials, including puppet theater and puppets, come in a set the size of a suitcase. In this form of drama, language is preceded by a movement, and it is suggested that this allows students to think freely and easily and to practice the target language unconsciously and sometimes spontaneously. The approach has been used in the Netherlands for Turkish ethnic minority students to facilitate both native and second language learning, and has yielded good results in all skill areas, but particularly oral skills, in ESL

instruction to intermediate-level Turkish students. Data are reported from a survey of teachers concerning the method. A sketch of puppet theater setup is included. (MSE)

ED 375 649 FL 022 487

Martlett, Stephen A., Ed.; Meyer, Jim, Ed.
Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 38.
PUB DATE- 94
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- African Languages; *American Indian Languages; Bantu Languages; Dakota; *Descriptive Linguistics; *Grammar; Higher Education; *Language Research; Linguistic Theory; Nouns; Paragraphs; Teacher Education; Uncommonly Taught Languages; Verbs; Vowels
IDENTIFIERS- Object (Grammar); Zapotec

This collection of eight papers and six "data squibs" (short research findings) are based on topics and languages under study by students and staff of the linguistics program of the University of North Dakota. The papers are: (1) "Dakota Sioux Objects" (Thomas M. Pinson); (2) "The Tapir: A Yanomami Text" (Irma Thiele); (3) "One Less Crazy Rule" (Stephen A. Martlett); (4) "Writing, Teacher Training, and Grammar" (Jim Meyer); (5) "The Paragraph: Toward a Richer Understanding" (Jim Meyer and Brendan Cooney); (6) "The Existential Use of Positional Verbs in Texmelucan Zapotec" (Charles Speck); (7) "Nontonal Floating Features as Grammatical Morphemes" (James S. Roberts); (8) "The Distribution and Properties of Babole Prenasalized Segments" (Myles Leitch). The research squibs are: "Vowel Features in Madija" (Patsy Adams Liclan and Stephen A. Martlett); "Vowel Length in Seri Possessed Nouns" (Stephen A. Martlett and Mary B. Moser); "Seri Vowels and the Obligatory Contour Principle" (Stephen A. Martlett and Mary B. Moser); "Switch Reference in Seri" (Stephen A. Martlett and Mary B. Moser); Nasalization in Huajuapan Mixtec" (Stephen A. Martlett); and "Texmelucan Zapotec Regular Verbs" (Charles Speck). (MDM)

ED 375 259 CE 067 398

Green, James L.

The Integration of Academics and Vocational Education. A Study for the Commonwealth.

PUB DATE- 93
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; *Administrator Attitudes; *Articulation (Education); Change Strategies; Community Colleges; Educational Change; Educational Practices; *Educational Trends; *Integrated Curriculum; Postsecondary Education; Questionnaires; Secondary Education; State Surveys; Statewide Planning; Vocational Directors; *Vocational Education
IDENTIFIERS- *Massachusetts

A study examined integration of academic and vocational education (VE) in Massachusetts. Data were collected from questionnaires completed by 88 (89%) of the 101 administrators of Massachusetts secondary and postsecondary VE programs receiving Perkins Act funds. Additional data were collected from a literature review, site visits to three high schools, and a focus group of vocational superintendents and community college presidents. It was concluded that integration is beginning to happen more frequently, but not as a result of Perkins funds. Understanding/acceptance of integration appeared better at the secondary level; however, the idea that integration could benefit all students was not being pursued at either level. Two integration steps heavily emphasized by both schools and colleges were basic skills development and tech prep. Among the study recommendations were the following: a common framework should be developed for integrating academics and VE at the secondary and postsecondary levels, integrated curricula should be developed through state-local collaboration, and ongoing professional development activities should be provided to support integration. (Thirteen figures/charts are included. Appendices constituting approximately 40% of this document include the following: preliminary/final versions of the questionnaires; 24-item bibliography; leadership dialogue membership list; and completed administrator questionnaires.) (MN)

ED 375 296 CE 067 453

Ruhland, Sheila K.
Tech Prep Decision Making: Evaluation and Improvement Strategies.
PUB DATE- 29 Oct 94
NOTE- 11p.; Paper presented at the Annual Conference of the National Tech Prep Network (Minneapolis, MN, October 29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Cost Effectiveness; *Decision Making; *Educational Change; Educational Improvement; Educational Planning; Educational Quality; *Evaluation Criteria; Evaluation Utilization; Program Development; *Program Effectiveness; *Program Evaluation; Program Implementation; Program Improvement; Secondary Education
IDENTIFIERS- *Tech Prep

The evaluation process provides valuable information so that practitioners may share and benchmark their efforts to improve and enhance the quality of the educational reform initiative called tech prep. Evaluation should be part of every phase of a tech prep initiative, from needs assessment to completion. A tech prep program is typically at one of three evaluation stages: beginning programs, intermediate programs, and advanced programs. The evaluation design should be simple, understandable, and usable; dynamic; proactive; cost effective; quantifiable; transferable; and formative and summative in nature. Program focus components are areas of an educational program that are to be evaluated. Examples of program components that may be beneficial to consider when evaluating a tech prep effort are as follows: administration and organization; articulation and collaboration; student program planning and implementation; curriculum development; marketing efforts; program effects; staff development; and evaluation strategies. A national evaluation of tech prep education programs funded under the Perkins Act is being conducted to identify effective practices. (YLB)

ED 375 315 CE 067 484

Laine, Colin J.; Geddis, Sue
Investigating Literacy: A Sourcebook for Instruction with Adults.
PUB DATE- 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Ability Identification; Adult Basic Education; *Adult Learning; *Adult Literacy; Annotated Bibliographies; Career Awareness; Classroom Techniques; Cognitive Ability; *Cognitive Style; Cognitive Tests; Computer Assisted Instruction; Computer Uses in Education; Foreign Countries; *Illiteracy; *Literacy Education; Resource Materials; *Teaching Methods
IDENTIFIERS- Canada; *Structure of Intellect Learning Abilities Test

This book, which was developed during a Canadian project researching adult learning styles and acquisition of literacy skills, is intended to serve as a sourcebook of facts, ideas, and resources for literacy instructors working with low-functioning or illiterate adults. The introduction includes the following topics: using learning styles, the purpose and activities of the Literacy/Learning Styles Project, and the Structure of Intellect (SOI) Learning Abilities Test and its implications for instruction. Chapter 2 deals with adult education and literacy. Examined in chapter 3 are the following topics: ways of working (learning), learning (cognitive) styles and their assessment, and use of the SOI profiles. Chapter 4 presents information on classroom methods, instructional strategies, teacher materials, use of computers in classrooms, and occupational literacy. Future directions and the main findings of research on the future of adult education and literacy are discussed in chapter 5. Included throughout the book are the following: 12-item reference list, annotated bibliographies of a total of 342 sources, and a list of 29 publishers of literacy-related materials. (MN)

ED 375 334 CG 025 432

Moreau, Angela S.
Improving Social Skills of Third Grade Students through Conflict Resolution Training.

PUB DATE- May 94
NOTE- 71p.; Master's Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Communication Skills; *Conflict Resolution; *Elementary School Students; *Grade 3; *Interpersonal Communication; Primary Education; Problem Solving; Role Models; Self Expression; Social Cognition; Social Development; Student Behavior; Student Needs; Student School Relationship; *Teacher Student Relationship
IDENTIFIERS- Illinois

Third-grade students generally lack the social skills needed to resolve conflicts. This report describes a program for improving the social skills of third graders attending a middle-class suburban school. The researcher selected a resolution program which would address those problems outlined by a classroom teacher in an incident report, a teacher reflection journal, and the teacher's record of time spent on conflict resolution in the classroom. An analysis of the probable cause data revealed that students were unaware of options available to them to solve problems on their own. Likewise, many of the strategies students used to resolve conflict were ineffective. Solutions suggested by experts, combined with an examination of the problem setting, resulted in the selection of two major categories of intervention: (1) develop lesson plans to teach the prescribed steps for conflict resolution; and (2) teach conflict resolution for thirty minutes daily over a six week period. After training, students learned how to communicate and how to understand the severity of their problems. Results also indicate that parents who adopted a conflict resolution program at home increased the effectiveness of the conflict resolution program. The conflict resolution program may be used from kindergarten up to grade 12. (RJM)

ED 375 354 CG 025 730

Anderman, Eric M.; Young, Allison J.
A Multilevel Model of Adolescents' Motivation and Strategy Use in Academic Domains.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Elementary School Students; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Motivation; *Mathematics Instruction; Middle Schools; Motivation; Performance; *Science Instruction; *Student Motivation; *Teaching Methods
IDENTIFIERS- Hierarchical Linear Modeling; *Middle School Students

Recent studies have documented a decline in academic performance and motivation as students move from elementary to middle level schools. This paper expands these studies in three ways: (1) by examining the classroom-level differences among middle school students' motivation to see if motivational constructs vary by classroom; (2) by exploring the specific within-classroom factors that affect early adolescents' motivation in mathematics and science; and (3) by using Hierarchical Linear Modeling (HLM) which is a multilevel technique. The 673 students in the study came from two middle schools in a largely blue collar community--most of the students were white. Participants completed the Patterns of Adaptive Learning Survey as well as questionnaires pertaining to specific academic subjects. All teachers filled out questionnaires assessing their pedagogical beliefs, instructional practices, and perceptions of the school culture. Results indicate that math teachers had a significant effect on their students' self-concept of ability. Likewise, science teachers who used ability-focused instructional practices, had students with lower measures of "learning focus" toward science than teachers who did not publicly acknowledge test scores or grades. Similar investigations are advocated for the later middle school and high school levels. Eight tables provide statistical summaries. (RJM)

ED 375 373 CG 025 830

Silver, Rawley A.
Stimulus Drawings and Techniques in Therapy, Development, and Assessment. Fourth Edition Revised.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Expression; *Art Therapy; *Creative Expression; Evaluation; *Measures (Individuals); Mental Health; *Pictorial Stimuli; Projective Measures; Psychotherapy; Responses; *Self Expression; Therapy; *Visual Stimuli

This book describes the use of drawing in therapy. Stimulus drawings (SDs) and techniques were developed in the 1960s for use with deaf children at a time when manual communication was forbidden in their schools. During the 1970s, the drawings were expanded for use with learning-disabled children, adult stroke-patients, and others with communication disorders. The SD approach holds that structuring does not necessarily inhibit spontaneity. The SDs consist of 50 line drawings of people, animals, places, and things presented on 3" x 5" cards. They may be used as a therapeutic technique, a developmental technique, or as an assessment technique. The response drawings that illustrate this text were made by individuals participating in experimental art programs as students, not as patients or clients. In part 1, each drawing appears under one of four categories: (1) Individual Differences; (2) Humor; (3) Consistency; and (4) The Range of Emotional Content. Part 2 explains how to administer the drawing tasks and discusses the different ways the drawings may be used. Valuation scales and scoring examples for completed drawings are provided. Some studies which employed the SD techniques are cited and the original SDs appear in the back of the book. (RJM)

ED 375 430 CS 214 583

Hahn, Jan Cladouhos

Framework for Aesthetic Literacy. The Montana Arts and English Curriculum. Instructional Guide. First Edition.

SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- 94
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Class Activities; Creative Expression; Curriculum Development; Elementary Secondary Education; *Integrated Curriculum; *Language Arts; Program Descriptions

IDENTIFIERS- Aesthetic Reading; *Montana

This document presents materials related to the Framework for Aesthetic Literacy, which provides a model for integrating the study of the arts and English/language arts in kindergarten through high school. The instructional guide included in the document describes the philosophy, purposes, and curriculum design of the framework, suggests ways the curriculum can be implemented, provides content and delivery standards, and offers suggestions for assessment. A pamphlet also included in the document provides an overview of the Framework, discusses how aesthetic literacy pays dividends and how the Framework bridges standards and practice, summarizes content standards for aesthetic literacy, discusses how the Framework emphasizes learning and makes real world connections, and addresses how the Framework broadens the traditional concept of literacy. The document concludes with 27 "curriculum cycles" that model experiences through which students learn by encountering the arts and making works of art. Each cycle in the document is accompanied by suggested assessment techniques, activities, and/or resources. (RS)

ED 375 510 EA 026 219

Wooster, Martin Morse
Angry Classrooms, Vacant Minds: What's Happened to Our High Schools?
PUB DATE- 94
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrator Role; Decentralization; *Educational History; Educational Improvement; Educational Theories; *Educational Trends; *High Schools; *Public Schools; School Choice; *School Organization; *School Restructuring; Teacher Role

Meaningful school reform requires a deeper understanding of how high schools evolved to their current condition. This book presents an objective history of American public secondary education in two ways--as a social history and as a synthesis of literature. Chapter 1 offers a brief history of American education, beginning with the debate over public/private schools, and tracing the development of the progressive education movement, the basic education movement, the Department of Education, and educational change. Chapter 2 explores the debate over what sort of moral principles, if any, should be taught in the classroom. Problems that principals and teachers face in their new roles are described in the third and fourth chapters. Chapter 5 describes how the school systems have become centralized, hierarchical bureaucracies. The sixth chapter examines ways in which schools can be decentralized, and the final chapter analyzes the issues inherent in the school choice controversy. An annotated bibliography of 38 sources is included. (LMI)

ED 375 588 EC 303 428

Ysseldyke, James E.; And Others

Recommendations for Making Decisions about the Participation of Students with Disabilities in Statewide Assessment Programs: A Report on a Working Conference To Develop Guidelines for Statewide Assessments and Students with Disabilities. Synthesis Report 15.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Jul 94

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Decision Making; *Disabilities; *Educational Assessment; Educational Policy; Elementary School Students; Elementary Secondary Education; Evaluation Methods; *Inclusive Schools; Policy Formation; Secondary School Students; *State Programs; Student Evaluation; *Student Participation; *Testing Programs

IDENTIFIERS- *Testing Accommodations (Disabilities)

This report is a summary of a May 1994 meeting on the participation of students with disabilities in statewide assessment programs. The report reviews the background of the meeting, states the issues addressed, and summarizes the major points of agreement reached. A set of recommendations is offered for making participation and accommodation decisions. Nineteen major points are summarized, including: there is a lack of understanding of the magnitude of exclusion of students with disabilities in state assessment programs; and approximately 85 percent of these students could be included with or without some accommodations. Issues still to be resolved in the areas of parent involvement, scoring nonparticipants, and norm-referenced versus criterion-referenced assessments are identified, as are assumptions underlying participation and accommodation decisions. Recommended practices include the following: (1) include students with disabilities in statewide assessments at three points--instrument development, instrument administration, and reporting of results; (2) accommodations and adaptations should be considered when needed, including presentation adaptations, response adaptations, setting adaptations, and timing/scheduling adaptations; and (3) mechanisms to check on implementation should be put into place, such as conducting follow-up studies of excluded and included students, removing incentives for exclusion, and reviewing requests for new forms of testing modifications. Appendices list the meeting participants and agenda and present a possible checklist for decision making. (DB)

ED 375 669 FL 022 522

Francais langue seconde. Livret d'examen des eleves--Niveau debutant, premiere et deuxieme parties (French as a Second Language. Test Booklet--Beginning Level, Parts One and Two) and Guide D'accompagnement pour administrer le test modele--Niveau debutant (User's Guide for Administering Model Test--Beginning Level).

PUB DATE- 94
NOTE- 171p.; The User's Guide has an accompanying audiocassettes when purchased from the source.
LANGUAGE- French; English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Administrator Guides; Daily Living Skills; Elementary Secondary Education; Foreign Countries; *French; Introductory Courses; *Language Tests; Listening Comprehension; Reading Comprehension; Reading Tests; Second Languages; Speech Skills; State Standards; Testing;

*Test Use; Writing Evaluation; Writing Skills
IDENTIFIERS- Alberta; Canada

This document consists of the separately published test booklet, two student answer booklets, and test administration guide for Alberta's beginning-level French as a second language test. The student test booklet contains instructions, largely in English, and questions, largely in French, on aspects of daily life in and out of school. Three sections are included: listening comprehension, reading comprehension, and written production. Two student answer booklets are included, one on the three language skills listed above and one for use in an oral production assessment. The test administration guide contains notes, in both French and English, on test construction and content and provides background (in English) and specific directives (in English and French) for the four skill sections: listening comprehension; reading comprehension; written production; and oral production. Appended materials include transcripts for the listening texts, assessment criteria and a correction guide, notes on interpretation and analysis of test results, a table of skill specifications for each test item, and a worksheet for developing test items. (MSE)

ED 375 708   HE 027 792

Lewis, Darrell R.; Dundar, Halil
Economies of Scale and Scope in Turkish Universities. ASHE Annual Meeting Paper.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- 27 Jul 94
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Economic Factors; Economic Research; *Educational Economics; Educational Finance; *Foreign Countries; Higher Education; Instructional Student Costs; Productivity; Research; *Universities
IDENTIFIERS- *ASHE Annual Meeting; Economic Efficiency; Economic Evaluation; *Turkey

This study examined the collegiate production and cost structures of the 28 universities in Turkey in order to estimate their degrees of economies of scale and scope. Multi-product cost functions were estimated for the collegiate production of teaching and research in order to determine the most efficient level and product-mix for differing types of colleges and for each individual university in Turkey. Three clusters of collegiate fields (social, health, and engineering sciences) were examined across 186 faculties within 28 universities through the use of a four-output quadratic cost function: undergraduate teaching, master and doctoral graduate levels of instruction, and research productivity. At the collegiate level, both ray- and product-specific economies of scale and global economies of scope were estimated. The data suggest that the scale and output-mix are the main determinants of the cost of teaching and research outputs. In addition the findings suggest that: (1) average incremental and marginal costs are generally highest for graduate instruction and research outputs and lowest for undergraduate instruction; (2) of the three fields, social sciences has the lowest costs across all categories and health sciences has the highest; (3) although costs generally follow levels of instruction, there are some significant exceptions, and (4) most outputs have shared resource uses and costs. (Contains 42 references.) (Author/JB)

ED 375 392 CS 011 867

Wong, Shelley; And Others
Characterizing Teacher-Student Interaction in Reading Recovery Lessons. Reading Research Report No. 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; High Risk Students; Instructional Improvement; Primary Education; Reading Difficulties; Reading Research; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- *Reading Recovery Projects; Scaffolding

Using a sociocultural framework to generalize principles about how to work within an emergent reader's zone of proximal development, this study analyzed teacher support and forms of teacher prompts in one-on-one Reading Recovery tutorials with first-grade students at risk of reading failure. The ways that five Reading Recovery teachers supported children when they read a familiar story as opposed to a new story were compared. Results indicated that teachers changed the nature of their scaffolding comments as a function of text familiarity. When students reread familiar texts, teachers became less directive and began to coach the students' attempts to read. In contrast, when students read new texts, teachers responded by increasing their modeling, prompting, and discussing comments. The study discusses how principles of responsive instruction in the one-on-one tutorials might be applied in regular classroom literacy activities. (Contains 23 references, and one table and five figures of data. The coding scheme for scaffolding language in Reading Recovery lessons is attached.) (Author/RS)

ED 375 470 EA 026 166

Vuic, Jason C.
Early Childhood Education: Increasing the Role of Local School Boards.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Boards of Education; *Early Childhood Education; Elementary Secondary Education; Immigrants; *Kindergarten; Limited English Speaking; Strategic Planning

Throughout the last decade, momentum has been building for the development of early education programs that can provide tremendous advantages for all children. This article pertains to the school board's role in early childhood education. It outlines steps to help school boards develop early childhood education programs at the local level. It describes the board's role in community-school planning, developmentally appropriate education, parental involvement and support, collaboration to provide comprehensive and integrated services, school staff, assessment, and prevention. (LMI)

ED 375 570 EC 303 408

Mazurek, Kas, Ed.; Winzer, Margret A., Ed.
Comparative Studies in Special Education.
PUB DATE- 94
NOTE- 477p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Area Studies; *Comparative Education; Curriculum; Developed Nations; Developing Nations; *Disabilities; Disability Identification; Educational Methods; *Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Incidence; Labeling (of Persons); Legal Responsibility; Social Discrimination; Social Influences;

*Special Education; Special Education Teachers; Trend Analysis

This text presents 26 case studies which examine special education provisions for children in the world today. The reports focus on the current state of special education in selected nations and major issues and controversies in the field of special education within those nations. Each case study addresses the following themes: (1) prevalence of exceptional conditions; (2) identification of exceptionalities; (3) labeling the handicapped population; (4) the social context of special education; (5) the legal and bureaucratic structure of special education; (6) teachers, schools, curriculum, and pedagogy for special education; (7) major controversies and issues in special education; and (8) emerging and future trends in special education. Part 1 contains four case studies of countries where special education is very limited. They are: "South Africa" (David R. Donald); "Papua New Guinea" (Barend Vlaardingerbroek et al.); "Senegal" (Sabou Sarr); and "West Bank and Gaza Strip" (Samir J. Dukmak). Part 2 contains nine case studies of nations with emerging special education: "Nigeria" (Theresa B. Abang); "Islamic Republic of Iran" (G. Ali Afrooz); "Brazil" (Lucia Gomes Vieira Dellagnelo); "Indonesia" (Conny Semiawan); "Egypt" (Wasfy Aziz Boulos); "Pakistan" (Mah Nazir Riaz); "China" (Xu Yun); "India" (Rita Agrawal); and "Uruguay" (Eloisa Garcia de Lorenzo). Five case studies of countries with segregated special education systems are in Part 3. They are: "Japan" (Giichi Misawa); "Taiwan" (Yung-Hwa Chen and Tai-Hwa Emily Lu); "Russia" (Vladimir I. Lubovsky and Evgenija Nikolaevno Martsinovskaja); "Czechoslovakia" (Marie Cerna); and "Hong Kong" (Nick Crawford and Mark Bray). The four case studies of Part 4 report on countries approaching integration: "Israel" (Yaacov Rand and Rivka Reichenberg); "Poland" (Wladyslawa Pilecka and Jan Pilecki); "Australia" (Geoffrey Swan); and "Canada" (Margret A. Winzer). Part 5 gives four case studies showing integrated special education: "Finland, Norway, and Sweden" (Kari Tuunainen); "United States" (Betty A. Hallenbeck and James M. Kauffman); "New Zealand" (David Mitchell and Patricia O'Brien); and "England and Wales" (John Dwyfor Davies and Maeve Landman). (DB)

ED 375 609 FL 022 223

Spanish through Authentic Literature and Traditional Art (of Puerto Rico and the Dominican Republic). A Teacher's Resource Guide.

SPONS. AGENCY- Donner (William H.) Foundation.; National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 94

NOTE- 733p.; Some pages may not reproduce well.

LANGUAGE- Spanish; English

EDRS Price- MF04/PC30 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Art Education; Childrens Literature; *Class Activities; *Cultural Awareness; Elementary Secondary Education; Foreign Countries; Games; Geography; History Instruction; Indigenous Populations; *Instructional Materials; Lesson Plans; Reading Materials; Second Language Instruction; *Second Languages; Songs; *Spanish; Teacher Developed Materials; Teaching Guides

IDENTIFIERS- *Authentic Materials; Dominican Republic; Puerto Rico

This guide was compiled of instructional materials designed by teachers of Spanish at the elementary and secondary levels. The materials consist of lesson plans and readings, each with a slightly different perspective, which collectively give a comprehensive view of the history and culture of Puerto Rico and the Dominican Republic. Many lessons are site-specific according to the teacher who developed them, but may be adapted to other geographic locations. Readings and related lessons are arranged in these topical groups: general; the Taino Indians; the Spanish influence; the Dominican Republic; and Puerto Rico (history and culture; children's literature; ecology and natural products). Some readings and lesson plans are in English, some in Spanish. Each lesson plan specifies its objectives, language content and vocabulary emphasized, structures studied, and materials needed, and describes classroom activities in detail. A section of songs, games, and recipes and one containing graphics are also included. A list of resources is appended. (MSE)

ED 375 690   HE 027 774

Fereshteh, M. Hussein

Problems and Issues in Higher Education: Perspectives on Iran-United States Educational Relations and Influences.

PUB DATE- 29 Aug 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Role; College Students; Cross Cultural Studies; Cultural Exchange; *Cultural Influences; Curriculum; *Educational History; Folk Culture; Foreign Countries; *Higher Education; Institutional Role; *International Educational Exchange; International Relations; *Role of Education; Traditionalism; United States History

IDENTIFIERS- *Iran; Iranian Revolution 1979; Islam; Pahlavi University (Iran); University of Pennsylvania

This review evaluates the writings and opinions of Americans and Iranians on relations and influences between institutions of higher education in Iran and the United States before and after the 1979 revolution. The review explores the arrival of modern western education in Iran, Egypt, and Turkey where a traditional education system had prevailed since the seventh century. It describes the influence of religion and education in Iran, the development of Iranian higher education, the development and role of the "madrasah" (traditional Islamic education systems), Iranian universities before the revolution, western involvement in Iranian higher education, problems with the adoption of the French university system curriculum, and the fundamental conflict faced by universities based on western-style higher education in traditional cultures such as Iran's. The study also examines the role and effect of the revolution on higher education in Iran and the influence of the universities on the revolution. It notes the modernization of Pahlavi University in part through cooperation with the University of Pennsylvania and other similar cooperative relationships. It concludes that many scholars recognize that the Iranian higher education system has confronted many major problems in adopting westernized higher education. Contains 51 end notes. (JB)

ED 375 278 CE 067 429

Shuttleworth, Dale E.
Enterprise Learning in Action. Education and Economic Renewal for the Twenty-First Century. The Educational Management Series.

PUB DATE- 93
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Change Strategies; *Community Action; *Community Development; Disadvantaged; Dropout Programs; *Economic Development; *Educational Innovation; Job Development; Job Skills; *Job Training; Labor Force Development; Secondary Education; *Vocational Education

This book shows how young and unemployed people can be taught the enterprise skills to survive in an uncertain world. Chapter 1 addresses education and employment security. Chapter 2 explores current theory and practice to prepare for employment. Chapter 3 surveys public education programs designed to bridge the gap between school and employment. Chapter 4 reviews some exemplary programs for early school-leavers. Chapter 5 explores ways public education has tried to cope with the service economy in a social context. Chapter 6 examines a more developmental concrete approach to the needs of disadvantaged learner. Chapter 7 explores the nature of economic development at the local level and as a strategy to create employment opportunities and promote economic well-being. Chapter 8 considers how specific communities have discovered new vehicles for local economic development that combine the strengths of the governmental, commercial, and voluntary sectors. Chapter 9 focuses on the education foundation, which helps public schools address the social and economic needs of the community. Chapter 10 explores obstacles in the traditional school culture of the industrial age that resist change in the new economic age. Chapter 11 identifies sources of support for educational innovation in a context of social and economic renewal. Chapter 12 projects what community education and economic development could look like in the 1990s and beyond. Contains 244 references and an index. (YLB)

Vandegrift, Judith A.
Keeping Up with Reform. Comprehensive Services in Arizona Schools: A Survey of Arizona Principals.
PUB DATE- Sep 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Community Development; Elementary Secondary Education; *Human Resources; *Integrated Services; Linking Agents; Principals; *Public Schools; *Social Services; State Surveys; *Statewide Planning; *Technical Assistance
IDENTIFIERS- *Arizona

Several key federal and state initiatives are currently moving in the direction of requiring more and better comprehensive service delivery in education. In an effort to avoid duplicating services, better utilize federal dollars, and improve educational opportunities and outcomes, federal legislation promotes aligning and integrating programs and services, and increasing collaboration among service providers. This publication presents the results of an Arizona statewide survey that examined local educational agency (LEA) principals' technical-assistance needs and priorities related to school-based comprehensive services. Data were derived from a survey of 1,062 Arizona principals. A total of 531 usable responses were received from principals at 337 elementary, 83 middle, and 90 high schools, a 50 percent response rate. Overall, the principals expressed a desire for state-level technical assistance for their schools. However, high priority technical assistance needs focused on more traditional domains within the realm of comprehensive services--curriculum and instruction, professional development, and parent/family involvement. Middle/junior high schools and "high poverty" schools tended to express a greater need for all services, including linkage programs. Across schools, needs did not differ greatly in terms of substance, but in terms of quantity. Schools serving younger adolescents and larger numbers of at-risk students expressed a need for virtually every kind of assistance available. Eight tables and five figures are included. Appendices contain the survey instrument, survey results, and principals' written comments. (LMI)

ED 375 531 EA 026 254

Macmillan, Robert B.
New Principals' Experiences with Leadership: Crossing the
Cultural Boundary.

PUB DATE- May 94
NOTE- 14p.; Paper presented at the International Intervisitation Programme in Educational Administration (8th, Toronto, Ontario, Canada, and Buffalo, NY, May 15-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Interprofessional Relationship; *Organizational Climate; Politics of Education; *Principals; Secondary Education; *Teacher Administrator Relationship

Newly appointed principals are usually confronted with the complexity of their new role, which some researchers believe is complicated by the recognition of their role distance from teachers. This paper examines the nature of the passage from the teacher role to the principal role. It pursues Marshall's (1991) micropolitical hypothesis, which explains principals' denial of the chasm existing between themselves and teachers as the presentation of politically correct rhetoric. Interviews were conducted with two new secondary principals in a school district that served the fringe of a large urban area. The female and male principals headed a large and a smaller school, respectively. Unlike the principal's in Marshall's study, the two principals both described conflict in the individual perceptions of their role and school culture. Both described their sense of isolation, compounded by teachers who believed that the principals were extensions of the central office and central office administrators who treated them as integral members of their schools. When faced with the dilemma of serving the school or the system, both principals developed ties with other principals who shared a similar status passage and experiences. Examining the separation between administrators and staff through an analysis of cultural connections between administrators provides support for Marshall's micropolitical hypothesis. (LMI)

ED 375 551   EC 303 388

Samuels, Marilyn T.
Understanding Students' Needs: A Guide for Developing and Implementing Assessment Procedures for Students Encountering Educational Challenges.
PUB DATE- 93
NOTE- 195p.
LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; Definitions; *Educational Diagnosis; Educational Philosophy; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Referral; *Special Needs Students; *Student Evaluation
IDENTIFIERS- Alberta

This manual, intended to help administrators, specialists, and teachers in Alberta, Canada, understand a problem-solving, process-based approach to assessment of special needs students using multiple sources of information. Assessment outcomes are viewed as describing needs and influencing education programs, rather than being used to provide labels or justification for why students are not learning. The manual stresses the importance of an effective team assessment program based on well-articulated policies and procedures. The introductory chapter discusses the premises of the manual, assumptions about its users, and the format and structure of the manual. Section 1 is an assessment workbook with chapters which help the user examine current assessment knowledge, beliefs, and practices; consider the definition and purpose of assessment; and work through the assessment process using two sample scenarios. Section 2 focuses on critical issues in assessment, in chapters which cover: (1) a philosophy of educational assessment; (2) deciding who is to be assessed; (3) referral and assessment planning; (4) assessment procedures; and (5) assessment results. The final section offers guidelines for developing assessment policies and procedures. Contains 82 references. (DB)

ED 375 650 FL 022 488

Dame, Melvina Azar
Serving Linguistically and Culturally Diverse Students: Strategies for the School Library Media Specialist.
PUB DATE- 93
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Pluralism; *Educational Strategies; Elementary Secondary Education; *English (Second Language); Foreign Language Books; Foreign Language Periodicals; *Information Literacy; Librarians; Library Collection Development; Library Materials; *Library Role; Literacy; Media Specialists; *School Libraries; Second Language Instruction; Teacher Education
IDENTIFIERS- *Multicultural Materials

This book provides a framework for expanding the school library's function to meet the needs of the linguistically and culturally diverse students, outlining specific strategies that librarians can use to advocate information literacy and information access equality. Six chapters focus on: (1) the emerging role of the proactive librarian and the establishment of the library as a key center for information access; (2) promoting a love of reading among students through storytelling, shared composition, and other literacy activities; (3) library literacy activities that teach and reinforce language; (4) adapting collection development and cataloging systems to meet the needs of linguistically diverse students; (5) collecting multicultural and foreign-language materials; and (6) collecting and using picture files. A directory of resources provides sources and listings of materials relevant to teacher education; library training; grant writing, foreign language publishers, distributors, and bibliographies; acquisition; picture books; nonprint and multimedia resources; reference works; and organizations. (MDM)

ED 375 297 CE 067 458

Bragg, Debra D.; And Others
Building a Preferred Future with Tech Prep Systems.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Educational Change; Educational History; Educational Philosophy; Educational Planning; Postsecondary Education; *Program Development; *Program Evaluation; *Program Implementation; Secondary Education; Vocational Education
IDENTIFIERS- *Tech Prep

This document is designed to help local practitioners construct new tech prep systems that bridge the federal Tech Prep Education Act with the new School-to-Work Opportunities legislation. Section I provides a historical and philosophical foundation for new systems. It describes the movement's roots, legislation, and local, state, and federal roles. Section II discusses the rationale for creating new systems, offers six core concepts, and presents a vision of what education can be, a preferred future. The core concepts state that tech prep should do the following: (1) be grounded in an integrated and authentic core curriculum; (2) articulate secondary and postsecondary education; (3) be a highly relevant approach; (4) be an approach that focuses on outcomes and increased student performance; (5) provide an accessible and viable option for all students; and (6) be implemented with a highly collaborative approach. Section III describes perspectives, processes, and strategies for planning, implementing, and evaluating tech prep. It focuses on these areas: the importance of people involved; strategies to engage their full commitment; the task of drafting the plans by creating a shared vision, mission statement, goals, and policies; 20 specific components and 5 approaches taken by local consortia to configure them into a tech prep system; barriers; and program evaluation and continuous improvement. Appendixes include 108 references and national tech prep experts contact list. (YLB)

ED 375 335 CG 025 436

Hiebert, Bryan; Johnson, Pamela

Changes in Counseling Skills and Cognitive Structures of Counselor Trainees.

PUB DATE- Apr 94

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Cognitive Structures; *Concept Formation; *Counseling Techniques; Counseling Theories; Counselor Educators; *Counselor Training; Foreign Countries; Higher Education; *Microcounseling; Microteaching; *Practicums; Training Methods; Videotape Recordings

IDENTIFIERS- Canada; *Counseling Preparation Techniques

While most counselor training programs highlight basic counseling skills, few programs address the development of counselors' conceptual abilities. This study explores the changes in conceptualizations of counseling and the corresponding changes in the counseling skills of prepracticum counseling trainees. Six graduate students in a counselor training program participated. Testers administered pretest and posttest assessments on the first and last classes. Researchers then obtained counselor conceptualizations via a cognitive mapping task--a two-step process in which probe questions generate concepts and then the latter are arranged into a pictorial map which illustrates how the concepts relate to the participant's thinking. The small sample size did not permit analysis of relationships between conceptual change and change in skill use, though several relevant observations were made. Primarily, this study provides support for a microcounseling approach to skill training; microcounseling enhanced counseling skill for this group. Changes in structuring skills showed that participants learned to structure their sessions to provide a meaningful context for promoting client insight which in turn facilitated client learning and change. Results suggest that counseling skills could be enhanced by concomitant training in the conceptualization of factors that affect client change. Participants' cognitive maps contained in an appendix. Contains 15 references. (RJM)

ED 375 374 CS 011 843

Sturtevant, Elizabeth G., Ed.; Linek, Wayne M., Ed.
Pathways for Literacy: Learners Teach and Teachers Learn. The Sixteenth Yearbook of the College Reading Association.
PUB DATE- 94
NOTE- 273p.; For the 15th Yearbook, see ED 361 665.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adults; Classroom Research; *Educational Change; Elementary Secondary Education; Higher Education; *Literacy; Methods Courses; Program Descriptions; *Reading Instruction; Reading Programs; Recall (Psychology); Scientific Concepts; *Teacher Attitudes; *Teacher Education; Whole Language Approach; Writing Apprehension
IDENTIFIERS- Family Literacy; Workplace Literacy

This 1994 yearbook presents 24 papers and a summary of the dissertation award winner "Overcoming Misconceptions about Science Beliefs" (G. Qian). Papers are: "The Roots of Reading: Preserving the Heritage of a Profession" (N. A. Stahl and others; "CRA Professional Programs and Progress: A Personal Twenty-Five Year Perspective" (James E. Walker); "The Cohesiveness of Preservice and Inservice Teachers' Whole Language Perceptions and the Information Sources Contributing to This Knowledge" (R. J. Rickelman and others); "Change as a Process: A View of an Instructor and Her Students" (M. B. Sampson and W. M. Linek); "Preservice Teacher's Epistemology of Diagnostic Reading Instruction: Observations of Shifts During Coursework Experience (Barbara J. Walker and Kathy Roskos); "Analyzing Preservice Teachers' Efficacy Beliefs and Conceptions of Literacy Development" (R. Johnson and N. E. Hoffman); "Moving toward Change: One School's Experience" (J. Shapiro); "Mental Imagery, Text Illustrations, and Reading Comprehension of Adult Readers" (D. J. Walker and others); "Workplace Literacy: Why Participants Dropped Out of School and Why They Remain in a Workplace Program" (S. B. Merlin); "The Creation of Writing/Reading Intensive Discipline-Specific Courses (A. Friedman and J. Resnick); "Processes and Learning Strategies: What Works for Postsecondary Students" (YeVette McWhorter); and "Writer's Block: A Case Study of Holistic Intervention Using Reader Response and Metacognitive Writing Tasks" (E. V. Newton); "Using Technology in Support of Preservice Teachers' Generative Learning" (V. J. Risko and others); "Authentic Contexts for Learning to Teach: Approximation and Feedback in Field-Based Preservice Literacy Courses" (M. E. Robbins and L. Patterson); "The Efficacy of a Site-Based Literacy Methods Course Developed within the Context of a School-University Partnership" (S. Lefever-Davis and J. P. Helfeldt); "Literature-Based Instruction in Preservice Teacher Education" (M. Craig and others); "Classroom Research in Cooperative Learning: Assessing Methodology in a Teaching of Reading Course" (J. Elliot and B. Illig); Using Peer Coaching To Provide Additional Feedback to Preservice Teachers of Reading in an Early Field Experience (Nancy A. Anderson and others); "The Research Process of Eighth-Grade Students" (S. J. Davis and M. A. Wham); "Increasing Story Recall through Prereading Instruction: Use of Advanced Organizers Combined with Teacher-Guided Discussion" (S. D. Rinehart and others); "Read to Me? A Program Designed To Enhance Children's Attitudes toward Reading through Teacher and Parent Read Alouds" (J. E. Barnhart and M. A. Wham); "Storymates: A Cross-Age Reading Program" (B. J. Fox); and "Curriculum, Instruction, and Evaluation in Ohio's Family Literacy Programs" (N. D. Padak). (RS)

ED 375 412　　CS 214 561

Tompkins, Gail E.; Hoskisson, Kenneth
Language Arts: Content and Teaching Strategies. Third Edition.
PUB DATE- 95
NOTE- 665p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; Integrated Activities; Journal Writing; Junior High Schools; *Language Arts; Multicultural Education; *Reading Instruction; Reading Writing Relationship; Spelling Instruction; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Authentic Assessment; Emergent Literacy

Reflecting an integrated, constructivist approach to teaching, this book presents the content of the language arts curriculum and effective teaching strategies for teaching this content so that elementary and middle-school teachers can help students develop communicative competence. This third edition emphasizes the multicultural classroom, reading and writing connections, and authentic assessment. Each chapter begins with a question to direct readers' thinking, lists of topics for minilessons, lists of ways to modify instruction to students' individual needs, lists of trade books and steps in teaching strategies, chapter summaries, and extension activities. Chapters in the book are: (1) Learning and the Language Arts; (2) Teaching Language Arts; (3) Listening to Learn; (4) Sustaining Talk in the Classroom; (5) Writing in Journals; (6) The Reading and Writing Processes; (7) Emergent Literacy; (8) Looking Closely at Words; (9) Reading and Writing Stories; (10) Reading and Writing Information; (11) Reading and Writing Poetry; (12) Language Tools: Spelling, Handwriting, and Grammar; (13) Expecting Diversity: The Multicultural Classroom; and (14) Extending Language Arts across the Curriculum. Lists of Caldecott and Newbery Award winning books (since 1960), a list of approximately 300 resources about authors and illustrators, a Joint Statement on Literacy Development and Pre-First Grade, and a list of common spelling options for phonemes are attached. (RS)

ED 375 451 CS 508 725

Mansfield-Richardson, Virginia
A Study of Semantics in Mass Communication Theory.
PUB DATE- Aug 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Higher Education; Language Role; Literature Reviews; *Mass Media; *Media Research; Research Needs; *Semantics
IDENTIFIERS- Historical Background

This paper presents an in-depth look at semantics and how it has been and continues to be studied in mass communication. The paper notes that modern communication scholars have largely ignored the importance of semantics to mass media research. The paper examines the historical roots of semantics, noting that the 1930s saw the intellectual blossoming of semantics. The paper briefly examines how semantics plays a role in 11 areas of mass communication research. The paper then summarizes semantic themes in both Eastern and Western philosophy, and discusses three general conceptions of meaning which serve as a basis for linguistic research in semantics and which are widely accepted among linguistic scholars. The paper then discusses a few of the important research projects that have been conducted in the area of semantics and how they relate to mass communication, noting that there should be more interdisciplinary experimentation if semantic research is to progress in mass communication. Contains 28 references. (RS)

ED 375 471 EA 026 167

Hopfenberg, Wendy S.; And Others
Accelerated Schools.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Aug 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Cooperative Learning; Curriculum Development; *Educational Innovation; Educational Objectives; Elementary Education; *High Risk Students; *Low Achievement; Participative Decision Making; School Organization
IDENTIFIERS- *Accelerated Schools

This paper describes the Accelerated Schools Project, which was begun at Stanford University in 1986 to improve schools for children caught in at-risk situations. The first sections describe the present deficiencies of schools serving at-risk students and the limitations of general reform proposals for educating at-risk youth. The Accelerated Schools Project focuses on creating learning activities characterized by high expectations and high status for its participants. Its goal at the elementary level is to enable all students to take advantage of mainstream secondary education instruction by effectively closing the achievement gap in elementary school. Its three guiding principles include unity of purpose, empowerment, and building on strengths. Program values include equity, participation, communication/community, reflection, experimentation, trust, and risk-taking. The Inquiry Process is a mechanism for moving the school toward accelerate practice along all three dimensions of the model--curriculum, instructional practices, and organization. The five stages in initiating the process include: (1) focus on the real problem; (2) brainstorm solutions; (3) synthesize solutions into an experimental program; (4) pilot the test program; and (5) evaluate. Administrators' new roles revolve around coordination, motivation, and support. Pilot schools have demonstrated the following early outcomes: improved student achievement, increased parent participation, improved student attendance, and a decrease in discipline problems. One figure is included. (LMI)

ED 375 511 EA 026 220

Invitational Forum on Student Conduct and Violence in Schools
Proceedings (Edmonton, Alberta, Canada, November 19-20, 1993).
PUB DATE- Jan 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Discipline; *Discipline Problems; Educational Environment; Elementary Secondary Education; Foreign Countries; Prevention; School Community Relationship; *School Safety; Student Behavior; *Violence
IDENTIFIERS- *Alberta

This publication presents the proceedings of the invitational forum on student conduct and violence in schools in Canada. Participants identified several key issues related to student conduct and violence in schools. Those internal to schools include school climate, student values and attitudes, consequences of behavior, and peer culture. Issues that involve the entire school community include societal attitudes toward violence, community resources and service delivery, early intervention programs, rights and responsibilities, the role of families, the role of the media, and cultural understandings. Forum participants developed strategies to address each of the key issues and identified appropriate actions to be taken by all involved groups. Recommendations were made to: (1) work together; (2) create a shared vision; (3) communicate and share information; (4) promote and model positive values; (5) provide education and training; (6) promote media literacy; (7) emphasize prevention; (8) work with parents; (9) translate at least one forum idea into reality; and (10) follow up on forum ideas. Appendices contain the forum agenda, a summary of presentations, and a list of participants. (LMI)

ED 375 629 FL 022 461

Awad, Maher
The Semantic Contribution of Complementizers and Complementation Type: The Case of Bolanci "na."
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Conference on African Linguistics (25th, New Brunswick, NJ, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Foreign Countries; *Form Classes (Languages); *Grammar; *Language Patterns; Language Research; Linguistic Theory; Semantics; *Sentence Structure; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Bolewa; Nigeria

A discussion of Bolanci (also Bole or Bolewa), a West Chadic language spoken in northeastern Nigeria, focuses on one component of the system of complementation, the form "na." This form has an inherent semantic capable of influencing the meaning of sentences in which it is embedded, specifically, when present in a complex sentence, communicating evidential meanings distinct from those communicated by analogous sentences without the form. "Na" is examined in combination with cognitive-utterance verbs and perception verbs and in direct versus indirect speech. It is concluded that "na" introduces propositional content that is not directly witnessed and cannot be directly validated by the speaker and cannot be seen as a functor devoid of semantic content. (MSE)

ED 375 260 CE 067 399

The Relation of Education and Training to the State's Economic Needs 1987-1992.

SPONS. AGENCY- Massachusetts State Council on Vocational Education, Boston.
PUB DATE- 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Trends; *Education Work Relationship; Enrollment Trends; Job Training; *Labor Force Development; Labor Needs; *Outcomes of Education; Postsecondary Education; Program Content; *Relevance (Education); Role of Education; Secondary Education; State Programs; Tables (Data); *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Massachusetts

A study examined the changes that occurred in the program offering mixes and outcomes of Massachusetts' Job Training Partnership Act (JTPA) and secondary vocational education programs between 1987 and 1993. Most Massachusetts vocational programs experienced sharp declines in numbers of graduates between 1987 and 1991; however, the distribution and concentration of vocational graduates across schools remained fairly stable. The service mix of Massachusetts' vocational education programs varied considerably among schools depending on local industry mixes and employment opportunities. In view of Massachusetts' near-term employment projections, it was recommended that the school-to-school transition alternative (particularly through tech prep) be strengthened. Massachusetts' JTPA Title IIA adult skills training program experienced nearly a 20% decline in the number of completers between 1990 and 1992. The decreases in number of female completers and completers in the on-the-job training component of JTPA were especially large. Although JTPA adult programs did largely maintain their clerical programs throughout the recession, their nonclerical training program services mix underwent considerable adjustments (including a 10% increase in health occupations). Further research to determine the factors responsible for the decline in JTPA enrollment was recommended. (Appended is a table detailing the percent distribution of secondary vocational education graduates by program.) (MN)

ED 375 279 CE 067 430

Stern, David; And Others
School-Based Enterprise: Productive Learning in American High Schools. The Jossey-Bass Education Series.
PUB DATE- 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Improvement; *Educational Innovation; *Education Work Relationship; *Entrepreneurship; High Schools; Integrated Curriculum; Models; Program Development; Program Implementation; *School Activities; *Small Businesses; *Work Experience Programs
IDENTIFIERS- *School Based Enterprises

School-based enterprise (SBE) can be defined as any school-sponsored activity that engages a group of students in producing goods or services for sale to or use by people other than the students involved. The advantages of SBEs include the following: deeper understanding of academic subject matter through application in a practical context, motivation that comes from solving problems with immediate consequences, and generic work skills (such as collaborating in teams and knowing how to use work as a learning experience). This book contains concrete illustrations of these apparent educational, economic, and social benefits, drawn from observations and interviews with students and faculty members in SBEs at 16 sites. The book contains nine chapters organized in four parts. Part 1 provides background information on SBEs and their history, along with examples from 16 schools. Part 2 extols the benefits of SBEs, including their academic, economic, and social contributions. Part 3 contains guidelines for creating a school-based enterprise, with chapters on getting started and running an enterprise for learning. Part 4 takes a look at the future of SBEs, using examples from two schools and proposing a strategy for expansion. The book contains 40 references and is indexed. (KC)

ED 375 316 CE 067 485

Brooke, Michael, Ed.; Waldron, Mark, Ed.
University Continuing Education in Canada: Current Challenges and Future Opportunities.
PUB DATE- 94
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Students; *College Programs; *College Role; Community Education; Conservation Education; *Continuing Education; Corporate Education; Cost Effectiveness; Distance Education; Educational Change; Educational Opportunities; Educational Philosophy; *Educational Practices; Educational Research; Educational Technology; *Educational Trends; Extension Education; Foreign Countries; Futures (of Society); Higher Education; Institutes (Training Programs); Institutional Cooperation; Models; Program Administration; Program Development; *Program Improvement; Services; Strategic Planning; Student Characteristics; Summer Programs; Theory Practice Relationship
IDENTIFIERS- *Canada

This book contains the following papers about the role and activities of Canada's universities in continuing education: "Introduction" (Brooke, Waldron); "Continuing Education and the Canadian Mosaic" (Selman); "Philosophical Issues in Continuing Education" (Selman); "Improving Support Services for Adult Learners" (Potter); "Deans and Directors: The Challenge of Organizing University Extension" (Pearce); "The Competitiveness Continuum--Managing Education and Training in the Next Decade" (Scott); "Strategic Planning: Designing Your Future" (Brooke, Wikkramatileke); "Cost-Recovery: The Current Challenge" (Cruikshank); "Models for the Future" (Waldron); "The Two Solitudes of Scholarship and Practice" (Thompson, Wagner); "Using Research to Achieve Change" (Devlin); "Towards a Changing Profile of the Adult Learner" (Haughey); "Financial Management of Scarce Resources" (Bilyea); "Program Planning: Issues, Functions, and Implications" (Blackburn, Lamble); "Evaluation: A Multifaceted Window on Extension's World" (Davie); "Towards a Theoretical Framework for University Community Education" (Lund); "The Extension Programmer: Keystone of Success" (Conrad); "Institutional Collaboration: Thinking Globally, Acting Locally" (Wong); "Workplace Learning: Challenges and Opportunities" (Baskett, Jackson); "University Extension and Conservation Education" (Einsiedel, Jr.); "Changing the Distance Education Management Model at UVic University of Victoria " (Seaborne, McDavid); "Communication Technology and Distance Education" (Moore); "Values and Methodologies in Distance Education" (O'Rourke); "Single or Dual Mode: Challenges and Choices for the Future of Education" (Croft); "Summer Institutes: An Innovative Approach to Non-Traditional Education" (Martin, Koczka); and "Collaborative Development and Distance Delivery of Extension Programs" (Archer, Koczka). Contains 508 references. (MN)

ED 375 355 CG 025 731

Wong, Martin R.
Shame and Male Gender Identity.

PUB DATE- Aug 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Males; Mental Health; Self Concept; Sex Differences; *Sex Role; *Sex Stereotypes; Sexual Identity; Stereotypes
IDENTIFIERS- Avoidance Behavior; Gender Issues; *Shame; Stereotyped Behavior; Stereotypy (Psychology)

The literature on the male gender role portrays real men as lacking weakness, need, doubt, or any of the "female" values such as sympathy, concern, or empathy. It is contended that Western society develops, reinforces, and maintains gender roles by the emotion shame; many males are motivated in part by an effort to avoid or escape shameful feelings. Shame is basically the felt variation between one's real self and one's idealized self--the feeling of not measuring up. Shame arises in early childhood, before the development of certain language skills, so shame may not be readily accessible to verbally organized adult cognitions. Ironically, certain avoidance behaviors maintain many masculine stereotypes: (1) strong and brave; (2) competitive; (3) emotionally unexpressive; (4) problem solver; (5) isolated; (6) sexual, not sensual; (7) dynamic, decisive, and aggressive; (8) controlling; (9) tough and autonomous. These attributes of "real men" are desirable to some degree but when they are positioned as absolutes and are maintained by shaming and avoidance of shame then these behaviors become dysfunctional and destructive. The author argues for a removal of the limits on behavior and feeling and the re-incorporation of the so called non-male parts back into men's psyches. (RJM)

ED 375 393 CS 011 868

Brody, Gene H.; And Others
Financial Resources, Parent Psychological Functioning, Parent Co-Caregiving, and Early Adolescent Reading Competence in Rural Two-Parent African American Families. Reading Research Report No. 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Child Rearing; *Financial Problems; Intermediate Grades; Models; *Parent Child Relationship; *Reading Achievement; Reading Research; Rural Family; *Socioeconomic Status
IDENTIFIERS- African Americans; *Socioemotional Support

A study examined a proposed family process model that links family financial resources to academic competence and socioemotional adjustment during early adolescence. Subjects were 90 9-to-12-year-old African American youths and their married parents, all of whom lived in the rural southeastern United States. The theoretical constructs in the model were measured via a multimethod, multi-informant design. Rural African American community members participated in the development of the self-report instruments and observational research methods. Results indicated that fewer family resources led to depression and decreased optimism in both parents and resulted in the disruption of parental co-caregiving support. This disruption had adverse consequences for youths by interfering with their development of self-regulation, which in turn negatively influenced their academic competence and socioemotional adjustment. (Contains 52 references, and two tables and two figures of data.) (Author/RS)

ED 375 431 CS 214 584

Uchmanowicz, Pauline
The History of Rhetoric and Composition as Cultural Studies.

PUB DATE- Dec 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Educational History; Higher Education; Mass Media; *Popular Culture; *Rhetoric; *Rhetorical Theory; *Technological Advancement; Writing Instruction
IDENTIFIERS- *Cultural Studies; Historical Background

Writing has always been connected to technology. Following the formation of the Conference on College Composition and Communication (CCCC), cultural studies flourished in writing and communications classrooms because of activities related to the nexus between rhetoric and composition, communication theory, emergent technological mediums and cultural politics. The idea that the rise of cultural studies is inextricably connected to rhetoric and composition studies comes directly from praxis: the composition classroom. For as every teacher knows, writing cannot be divorced from culture. According to Robert Connors, beginning in the 1940s, a "communications" movement in general education forged a relationship between Speech and English scholars, helping them to recognize that there was a rhetorical tradition. General categories of study in popular culture--magazines, comic books, film, radio and television--had been discussed at CCCC since the early 1950s. Barriss Mills' ground-breaking article "Writing as Process" (1953) emphasized the use of mass media as a vehicle for stimulus and response, particularly through "propaganda analysis." Further, he acknowledged C. Merton Babcock's notion that the communication process was governed by specific speech communities and by a total socio-cultural context. The trends in the teaching of mass communications and popular arts in composition and communications departments during the 1950s all indicate a shift in teaching methods and research areas that were to take hold in the following decades. (Contains 18 references.) (TB)

ED 375 552 EC 303 389

Community-Based Rehabilitation for and with People with Disabilities. Joint Position Paper.

PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Agency Cooperation; Change Strategies; Children; *Community Programs; Definitions; *Delivery Systems; Developed Nations; Developing Nations; *Disabilities; Foreign Countries; Government Role; *International Cooperation; International Organizations; Policy Formation; Program Development; *Rehabilitation
IDENTIFIERS- *Community Based Rehabilitation

This joint position paper of the International Labour Organization, the United Nations Educational, Scientific and Cultural Organization, and the World Health Organization is presented in booklet form and urges cooperative approaches to promoting community-based rehabilitation (CBR) of people with disabilities. A definition of CBR is offered. It stresses the equalization of opportunities and social integration of all people with disabilities and recommends implementation of CBR through the combined efforts of disabled people themselves; their families and communities; and health, educational, vocational, and social services. Broad methods for implementing CBR are addressed, which include the formulation of policies to support CBR, the encouragement of communities to assume responsibility for CBR, the strengthening of rehabilitation referral services, and establishment of a system of program management and evaluation. Sustainable CBR programs are identified as those resulting from: (1) the articulation of a need, (2) a response from within the community, and (3) the availability of support from outside the community. Governments are urged to develop policies supporting CBR strategies and international governmental and nongovernmental organizations are urged to coordinate their activities. The importance of interagency collaboration for CBR is stressed. (DB)

ED 375 610 FL 022 242

Renner, Christopher E.

Using the Language of Justice and Peace: Integrating Peace Education into EFL Curriculum.

PUB DATE- Jun 91
NOTE- 16p.; Paper presented at the International Conference of Teachers for Peace (4th, Paris, France, June 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Curriculum Development; Educational Strategies; *English (Second Language); Foreign Countries; Instructional Materials; *Justice; *Language Role; Language Styles; Language Usage; *Peace; Second Language Instruction
IDENTIFIERS- Authentic Materials; *Peace Education

The integration of peace education into the English-as-a-Foreign-Language (EFL) and English-as-a-Second-Language (ESL) curriculum is discussed. Peace education is designed to break the negative chain of violence in interpersonal and international relations, and offers learners humanistic approaches to difficult questions that may leave individuals feeling powerless over their lives. Three interconnected areas of peace education are noted: personal peace; peace in the human family; and peace with nature. These three areas are discussed, and approaches to curriculum development to incorporate them are described. Methods for adapting authentic materials for instructional use are also discussed, with specific suggestions for vocabulary enhancement and instruction of young learners. It is proposed that the instructor must have clear objectives and anticipate learner reactions and, optimally, network with other teachers to integrate the topic and critical thinking about it into other subject areas. It is concluded that peace education in the context of EFL/ESL instruction can be effective and dynamic, providing motivation for intercultural communication, a dimension of social consciousness within the curriculum, and potential for interconnecting disciplines and addressing complex issues. A substantial bibliography and a list of instructional materials and resources are appended. (MSE)

ED 375 630 FL 022 463

Christensen, Torkil

Individualizing Reading Assignments in Large Class Language Study.

PUB DATE- 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Journal Articles (080)

DESCRIPTORS- Assignments; College Students; Foreign Countries; Higher Education; *Individualized Instruction; *Large Group Instruction; *Reading Instruction; *Reading Materials; Second Language Instruction; Student Developed Materials; Vocabulary Development

IDENTIFIERS- Hokusei Junior College (Japan); Japan

An individualized approach to second language reading instruction in a large class is described. First, characteristics of the large class as a teaching and learning environment are examined, and the instructional advantages of individualizing assignments are noted. Two forms of reading materials used with first-year college students are then discussed. The first is a booklet of 10 similar, brief readings. Each student is assigned one of the ten texts to read in depth and given a list of questions to consider and answer, based on the text. In a class of 60, only 6 students are working on the same text, and must work alone and quietly, allowing some time for the teacher to return previous assignments and answer individual questions. The readings are varied in both type and topic, and the questions address comprehension of content, opinion, format, and vocabulary. The second kind of reading material used is a booklet made by small groups of students to build on new vocabulary learning. Each group works cooperatively to create a vocabulary list, and the groups' lists are compiled into one reference. Procedures for this project are detailed, and some samples of student work are appended. Contains three references. (MSE)

ED 375 670 FL 022 523

Butler, Frances A.; And Others
LAUSD Language Development Program for African American Students. Language Assessment Instruments. Final Report, Year 1 and Year 2.
SPONS. AGENCY- Los Angeles Unified School District, Calif.
PUB DATE- Dec 92
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; Black Dialects; *Black Students; Elementary Secondary Education; Error Patterns; *Language Tests; North American English; Program Effectiveness; Program Evaluation; Public Schools; School Districts; *Speech Skills; *Standard Spoken Usage; Test Construction; Test Format; Test Reliability; Test Validity; Urban Schools; *Writing Evaluation
IDENTIFIERS- *African Americans; *Los Angeles Unified School District CA

In the first report, dated August 1991, assessment of three language tests is reported. The tests were developed and are used as part of a Los Angeles Unified School District (California) program to teach mainstream American English (MAE) to speakers of African American Language (AAL). The tests include a writing assessment (grades 3-6) and two instruments for evaluating oral skills (grades K-6), all designed to help assess program effectiveness. Test development, including pilot testing and revision, is described and conclusions and recommendations are presented. Appended materials include directions for written test administration, writing test topics, student writing samples (with scoring), writing assessment forms, notes on pretest error patterns, directions for oral test administration (both structured task and free production), scoring sheets, and sample responses (transcribed). The second report, dated December 1992, describes test modifications made in the project's second year. First, changes in the two prototype speaking tests are discussed, including development of a new prompting format for the free production test and pilot testing and revision processes and results. Creation of new writing test prompts is then described. Appended materials include examples of the 10 features of difference between MAE and AAL being tested, test administration directions, forms, and visual prompts. (MSE)

ED 375 709 HE 027 793

Rhoads, Robert A.

Representation, Voice, and Student Identity: An Ethnographic Study of Gay College Students. ASHE Annual Meeting Paper.

PUB DATE- Nov 94

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; Data Interpretation; *Ethnography; Higher Education; *Homosexuality; *Males; Research Design; *Research Methodology; Sexual Identity; Universities

IDENTIFIERS- *ASHE Annual Meeting; Researcher Role

This paper describes how an ethnographer proceeded in a study of group identify, voice, and participation in the greater culture of gay and bisexual college men at a large research university. The researcher, himself a heterosexual man, conceptualized the investigation as a crossing of cultural borders. The investigator initially attended several meetings of the campus Lesbian, Gay, and Bisexual Student Alliance (LGBSA) and realized that this community would not authorize his research and that he must claim the right himself. This raised the question of how to proceed with respect and sensitivity for the cultural differences involved. Through the research experience the researcher concluded that ethnographers should provide opportunities for the voice of the participants to dominate when representation rests on complex points of interpretation. A final question concerned the role of the ethnographer in dealing with issues of identity. In response, the investigator created an advisory panel of homosexual individuals, had students review transcripts from interviews, and asked all key characters to review descriptions and interpretations of their lives. (Contains 9 references.) (JB)

ED 375 589 EC 303 429

Hayes, Marnell L.
The Tuned-In, Turned-On Book about Learning Problems. Revised.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Cognitive Style; *Coping; Elementary Secondary Education; Hyperactivity; *Learning Disabilities; *Learning Strategies; Self Esteem; Self Evaluation (Individuals); Self Motivation; Student Attitudes; Study Skills; Symptoms (Individual Disorders)

Intended for students with learning disabilities, this new edition is intended to offer students practical suggestions on how to cope with their disability. This edition has added a chapter about Attention Deficit Disorder (ADD) and ADD with Hyperactivity, as well as glossary of terms. Individual chapters answer the following questions students might have: (1) "Who Are You, and Why Are You Writing This Book?"; (2) "What's a Learning Disability, or, If I'm So Smart, Why Do I Have Trouble Learning?"; (3) "So How Do I Dig Out the Truth about Myself?"; (4) "What Kind of Learner Am I?"; and (5) "How Can I Make Learning Easier for Myself?" Additional chapter are titled: (6) "Weird and Wonderful Ideas for Everybody"; (7) "All about ADD"; (8) "I've Got Problems, Too!"; and (9) "Work To Assign Your Parents and Teachers." A resource list describes 8 organizations, 14 books for parents and teachers, and 11 books for children and adolescents with learning disabilities. A glossary is attached. (DB)

ED 375 691 HE 027 775

Daener, Pamela H.
The Role of Opportunity Cost in Access to Four Year Public Higher Education.
PUB DATE- 20 Jul 94
NOTE- 18p.; Paper presented at the Planning Conference of the Society for College and University (29th, San Francisco, CA, July 24-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; College Students; Educational Opportunities; Higher Education; Low Income Groups; Paying for College; *Public Colleges; Student Costs; Student Financial Aid; Tuition; Wages
IDENTIFIERS- *Diversity (Student); *Opportunity Costs

This study explores the effect of decreasing affordability of college education on the number and racial and ethnic mix of students attending public higher education. Review and discussion of available data from many studies finds that those who can tolerate the expense of foregoing wages while they attend college, are not particularly sensitive to tuition increases. These who are excluded from college education are not affected by the costs of attending but by the opportunity costs of not working for the 4 or more years necessary to complete a degree. Despite human capital theory which holds that the rational person will invest in higher education to the extent that the increased earning later will cover the costs of attending, actual student behavior indicates that the foregone wages are an insurmountable barrier to participation for students from low income families. Thus the study concludes that tuition policy is not likely to be a panacea to the pressure on higher education to fundamentally restructure its costs in the future. Conclusions are illustrated by four tables and two charts. Contains 22 references. (JB)

ED 375 413 CS 214 562

Mansfield-Richardson, Virginia
Language and Memory: Implications for Multi-Lingual International News Organizations.
PUB DATE- Aug 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chinese; College Students; Comparative Analysis; *English; *Headlines; Higher Education; Language Research; *Language Typology; *Memory; News Media; Phonetics
IDENTIFIERS- Internationalism; Journalism Research; Ohio University

A study tested the ability of 40 students at Ohio University, 20 Americans and 20 Chinese, to recall parts of nine news headlines flashed at them on pieces of paper. Students in communication subjects or linguistics were excluded as being too knowledgeable in communication theories. The hypothesis for the study stated that native Chinese speakers (character-based language users) have stronger recall of the overall meaning in headlines, compared to native English speakers (phonetic-based language users), who have stronger recall of names and proper nouns but not of the headline's overall meaning.
Quantitatively, this hypothesis was not supported. However, in looking specifically at the number of headlines remembered and what was recalled, the hypothesis was supported. Furthermore, in general, women test subjects were more likely to give brief one-to-four-word recall responses, while men were more likely to remember longer passages. Overall, Chinese students tested had much stronger memories than American students tested. This experimental project is very relevant to international mass communication as more and more publications opt to publish several different language versions of the same edition. This not only requires keen translation, but also an understanding that the language a person speaks determines how that person perceives the world. Contains 37 references. (TB)

ED 375 452 CS 508 726

Language Bias: A Training Module. Equity in Education: The Alaska Project.
SPONS. AGENCY- Anchorage School District, AK.
PUB DATE- Oct 87
NOTE- 80p.; Also funded by Title IV Sex Desegregation Technical Assistance Grant. Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Equal Education; Inservice Teacher Education; *Language Attitudes; Learning Activities; Lesson Plans; Sex Discrimination; *Sexism in Language; *Sex Stereotypes; Teacher Workshops
IDENTIFIERS- *Alaska

Developed and written so that Alaska school district personnel with a minimal amount of experience could conduct an equity inservice presentation, this module provides trainer instruction sheets, handouts, and activity sheets suitable for a 3-hour inservice presentation on language bias. The module begins with a chart outlining the objectives, methods, techniques, time, and resources needed for the training session. The purpose of the module is to: (1) have participants examine ways in which males and females are treated differently in the English language; (2) increase participants' awareness of how this biased language affects students; and (3) provide participants with an opportunity to design lessons to raise students' awareness of sex bias and sex role stereotyping. After an equity in language information sheet, a sample agenda, an introductory activity, and a pretest, the module presents materials and instructions for a sexism in language activity, a sex fair language game, an equity in language activity, a humorous activity on sexism in language, and 16 sample lesson plans. A posttest, a concluding activity, and evaluation instruments are attached. (RS)

ED 375 492 EA 026 193

Drath, Wilfred H.; Palus, Charles J.
Making Common Sense. Leadership As Meaning-Making in a Community of Practice.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; *Leadership; *Leadership Styles; Management Development; *Organizational Communication; Social Theories

Leadership has traditionally been viewed as a process of social influence. This paper presents an alternative perspective, which views leadership as a social meaning-making process that occurs in groups of people who are engaged in some activity together. It uses the constructivist perspective to describe how people construct their own personal experiences, as well as how people construct their experiences together. Instead of referring to leadership as a social-influence process in which individuals induce others to engage in an activity or work, the paper regards leadership as a meaning-making process in a community of practice. In communities of practice, the leadership process begins to develop when individual members develop psychologically, when new forms of practice are created, and when organizational structures change. Young supervisors and managers may need to learn the individual skills of leadership, and later learn the community-oriented meaning-making capacities, such as: (1) the capacity to understand oneself as both an individual and as a socially embedded being; (2) the capacity to understand systems in general as mutually related, interacting, and continually changing; (3) the capacity to take the perspective of another; and (4) the capacity to engage in dialogue. (LMI)

ED 375 512 EA 026 221

Sanchez, Karen; And Others
Educational Choice. Policy Bulletin No. 9.
PUB DATE- Jun 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Educational Change; Educational Opportunities; Elementary Secondary Education; Magnet Schools; *Nontraditional Education; Open Enrollment; *School Choice; *School Organization; *School Restructuring

Many school districts and states are examining parental choice as a means of improving public education. This document identifies various forms of school choice and describes existing programs across the United States. Within the public school system, choice programs fall into two basic categories--intra-district and cross-district. Intra-district programs include alternative schools, magnet schools, and open enrollment. Cross-district programs can be limited or comprehensive. Among the factors that facilitate effective choice programs are a clear statement of goals for all schools; parental information and counseling regarding school selection; fair and equitable admissions procedures; help for all schools to develop distinctive features; opportunities for teachers and principals to create programs; student transportation; requirements that state dollars follow students; and procedures that ensure racial balance. Tensions within the choice movement revolve around the issues of autonomy versus accountability, equity versus excellence, and diversity versus unity. Instead of asking whether or not school choice should be implemented, a more appropriate question would be: Could all constituents be offered more choices than they now have? (LMI)

ED 375 532   EA 026 388

Turnbull, Brenda J.; And Others
Regional Educational Laboratories: Some Key Accomplishments and Limitations in the Program's Work.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Information Centers; Linking Agents; Partnerships in Education; *Regional Laboratories; Research and Development; *Research and Development Centers; *Technical Assistance
IDENTIFIERS- *Regional Educational Laboratories

This document presents findings of a study that examined the operations and effects of selected activities of the regional educational laboratory program funded by the U.S. Department of Education, Office of Educational Research and Improvement. The 10 laboratories that receive OERI support conduct applied research and development and provide assistance to state and local educators in their regions. The following areas and their activities were studied across the laboratories: (1) development coupled with assistance; (2) short-term information events and information products; (3) technical assistance to

ED 375 571 EC 303 409

Brauen, Marsha L.; And Others
Issues & Options in Outcomes-Based Accountability for Students with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 83p.; For the self-study guide, see ED 363 059.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accountability; *Change Strategies; *Disabilities; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Methods; *Inclusive Schools; Outcomes of Education; *Program Development; Student Educational Objectives; Student Evaluation

This guide is intended to help school districts and individual schools design and implement outcomes-based accountability systems that include students with disabilities. Part 1 provides an overview of issues that must be considered in developing such a system. Part 2 suggests implementation options and strategies and likely implications of these options for students, parents, school personnel, district administrators, and boards of education. The guide is organized around four critical sets of decisions that must be made: (1) select outcomes for all educational programs; (2) establish performance standards; (3) identify assessment strategies; and (4) identify accountable parties. For each of these issues a corresponding set of options is presented. The discussion of each option is in terms of assumptions, strategies to consider, and implications. A final section offers guidelines for putting outcomes-based accountability into practice. (DB)

ED 375 651 FL 022 491

Invatamantul cu Predarea in Limbile Minoritatilor Nationale din Romania. In Anul Scolar 1992/1993 = The Education System in Romania: Tuition in the Languages of Ethnic Minorities. The School Year 1992/1993 = L'enseignement dispense dans les langues des minorites nationales de Roumanie. L'annee scolaire 1992/1993.

PUB DATE- 93

NOTE- 70p.

LANGUAGE- Romanian; French; English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Constitutional Law; *Educational Policy; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; *Heritage Education; Higher Education; Language Enrollment; *Minority Groups; Public Policy; Teacher Education; *Uncommonly Taught Languages

IDENTIFIERS- *Heritage Language; *Romania

Documentation of the Romanian system of language instruction in ethnic minority languages is presented in Romanian, French, and English. It consists of: relevant provisions from the national constitution concerning the rights of ethnic minority members; organization and functioning of the educational system at the elementary, middle, and secondary levels, teacher education, special provisions for specific minorities (Magyar, German, Serbian, Ukrainian, Slovak, Czech, Bulgarian, Croatian, and others); language curriculum content and classroom teaching hours; hours of content-area instruction (math and science); electives; population by nationality; total language enrollments for 1992-93; language enrollments by grade level; and a list of schools teaching ethnic minority languages, by county. (NSE)

ED 375 298   CE 067 460

Rethemeyer, R. Karl
Adult Literacy, the Internet, and NCAL: An Introduction.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Databases; *Educational Research; *Electronic Mail; *Information Dissemination; Information Systems; *Literacy Education; *Telecommunications
IDENTIFIERS- *Internet

This document provides information on two services established on the Internet by the National Center on Adult Literacy (NCAL): electronic mail (e-mail) communication with NCAL and a Gopher server that makes it possible to access and download information, documents, and software relevant to adult literacy. A recent "NCAL Connections" article, "Doing Adult Literacy on the Internet: Building a Community" (Christopher Hopey, Karl Rethemeyer), describes Internet, e-mail, library and database gateways, bulletin boards, software distribution, Gopher, and routes to accessing the Internet. The article, "Finding NCAL's Internet Gopher," provides information on logging onto the Gopher. The next section describes three types of Internet service providers--Freenets, commercial services, and regional Internet providers--and the different types of services each offers. Providers (companies and organizations that provide access to the Internet) are categorized by these types. This information is provided for each provider: name, community, contact person and address, phone, e-mail, access number, and Telnet access. A list of 20 recent books and articles about the Internet concludes the document. (YLB)

ED 375 336 CG 025 492

Conger, D. Stuart; And Others
Career and Employment Counselling in Canada.
SPONS. AGENCY- Canadian Labour Force Development Board, Ottawa (Ontario).

PUB DATE- 94
NOTE- 248p.; Also available in French.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Counseling; *Career Counseling; Career Guidance; Career Information Systems; Employment Counselors; *Employment Services; Foreign Countries; *Job Placement; Labor Market; Occupational Information; Tables (Data); Vocational Adjustment
IDENTIFIERS- *Canada; Canadian Guidance and Counseling Association

Concerned with the availability of vocational counseling services in Canada, this report offers definitive information on career and employment counseling offered by educational institutions, social agencies, and Canada Employment Centres. After extensive consultation and field testing, questionnaires were developed to cover the following areas: characteristics of the communities, agencies, clients, and counselors; the nature of counseling services; and administrative practices. Investigators mailed three survey instruments to counselors, supervisors/managers, and funding agencies in over 145 municipalities across Canada. A total of 1,475 questionnaires were returned in time for inclusion in this analysis. Results included information about employment/career/vocational counseling services available to youth and adults through Employment and Immigration Canada, from community-based groups, through the educational system, and from social services. Nine key issues arose from the study: (1) absence of leadership; (2) career and employment counseling's isolation from the mainstream of programs and services; (3) professionalism/training; (4) restructuring of career and employment counseling services; (5) evaluation of counseling; (6) equity; (7) the management of counseling; (8) counseling resources; and (9) those who need career and employment counseling. Includes an action plan to address these key issues. (RJM)

ED 375 394 CS 011 869

Marino, Michael; Moylan, Mary Elizabeth
The Self Actualized Reader.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Protocol Analysis; *Reading Attitudes; *Reading Habits; Reading Interests; Reading Research; *Recreational Reading; *Self Actualization
IDENTIFIERS- *Active Readers; Reading Motivation

A study examined the commonalities that "voracious" readers share, and how their experiences can guide parents, teachers, and librarians in assisting children to become self-actualized readers. Subjects, 25 adults ranging in age from 20 to 67 years, completed a questionnaire concerning their reading histories and habits. Respondents varied in educational attainment, occupation, and types of materials read, but all were classified as prolific and active readers. Through a series of protocols, subjects relayed personal accounts of their introduction to and life-long obsession with the written word. Results indicated that (1) all subjects had positive reading self-concepts, and their reading histories were essentially devoid of negative experiences; (2) avid readers were concerned about having something good to read next after they finished a good book; (3) the "music of enthusiasm" did not lend itself to words; and (4) learning to read was as natural as learning to speak. (Contains 27 references.) (RS)

ED 375 472 EA 026 168

Simkins, Tim

Equity and Efficiency: Tensions in School-Based School Management in England and Wales.

PUB DATE- May 94
NOTE- 23p.; Paper presented at the International Intervisitation Programme in Educational Administration (8th, Toronto, Ontario, Canada, and Buffalo, NY, May 15-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Decentralization; *Educational Equity (Finance); Elementary Secondary Education; Foreign Countries; Free Enterprise System; *Resource Allocation; *School Based Management; School Choice; *School Restructuring
IDENTIFIERS- Education Reform Act 1988 (England); *England; *Wales

The Conservative Government's education reforms of the past 6 years in England and Wales, beginning with the Education Reform Act of 1988, embody a strategy designed to pursue the following 5 themes: quality, diversity, increased parental choice, and greater school autonomy and accountability. The government's rationale for reform makes no explicit reference to equity; rather, the issues of quality and choice are cited as the forces for change. The reforms have introduced approaches to school-based management within a tightly regulated framework. This paper examines three dimensions of the reforms that impinge on equity conceived in terms of resource allocation: formula funding, increased marketization of the schools sector, and school-based budgeting. A conclusion is that each of these reforms poses considerable consequences for equity. It seems plausible to suggest that a major question for the future will be how schools in different circumstances achieve a balance between concerns for efficiency in terms of aggregate educational achievement and concerns for equity embodied in a more "leveling" approach to resource allocation. The equity consequences of the reforms depend on the interactions of parents, students, school managers, and teachers in a wide variety of situations across the country. Contains 41 references. (LMI)

ED 375 590 EC 303 430

Leach, Lynda Nash; Harmon, Adrienne Seccia
Secondary Special Education and Transitional Services. Annotated Bibliography. Volume 9.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 210p.; For volume 7, see ED 353 718.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Demonstration Programs; *Disabilities; *Education Work Relationship; Federal Programs; Postsecondary Education; Secondary Education; Special Education; *Transitional Programs
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

This ninth annual compilation documenting the literature in the field of transition and secondary special education contains 363 items, including journal articles, conference proceedings, project reports and products, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, research reports, and demonstration projects funded by the Office of Special Education and Rehabilitative Services (OSERS). Each document has been assigned an entry number which is linked to author, title, and descriptor indexes. Information provided for each entry includes author, date, title/journal/publisher, competition number (if an OSERS project), descriptors, and an annotation. Additional separate listings include a cumulative listing of Transition Institute documents in ERIC and a listing of OSERS project products. (DB)

ED 375 710 HE 027 794

Hyun, MeHee
Helping To Promote Racial Understanding: Does It Matter if You're Black or White? ASHE Annual Meeting Paper.

PUB DATE- 13 Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Black Students; Cognitive Development; College Outcomes Assessment; College Role; *College Students; Higher Education; Longitudinal Studies; National Surveys; Political Attitudes; Political Socialization; *Racial Attitudes; Racial Factors; *Racial Relations; Sociocultural Patterns; Socioeconomic Background; Student Attitudes; Student Characteristics; Student Development; *White Students
IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program

This study examined what makes college students feel positive about the potential and need for change in racial relations, particularly whether a student's own race is a significant factor. Data were drawn from an initial sample of 24,847 first-time freshmen who completed the 1985 survey and a 1989 follow-up instrument to measure how students' commitment to fostering racial understanding changes over time using a large, nationwide sample. Overall, findings indicate that exposure to liberal viewpoints and cultural and ethnic issues do further racial understanding. However, while the overall change was marginally positive, the differential rates of change appeared to separate white students and black students even further apart than when they first began college. Black students believed promoting racial understanding was an important issue regardless of what else is going on in college. The college years appeared to empower black students to greatly increase their commitment to easing racial tensions. White students did not gain the same degree of commitment to promoting racial understanding. For both black students and white students, the most significant effects on their commitment came from discussing racial and ethnic issues as well as their initial commitment to racial understanding as freshmen. (Contains 35 references.) (JB)

ED 375 261   CE 067 400

Moussouris, Linda; Green, James L., Ed.
State Level Coordination of Education and Job Training Policy
Development. Analyses and Recommendations.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; Articulation (Education); Cooperative Planning; *Coordination; Educational Planning; *Educational Policy; Elementary Secondary Education; Information Needs; *Job Training; *Policy Formation; Postsecondary Education; School Business Relationship; State Action; State Agencies; *Statewide Planning; Trend Analysis; *Vocational Education
IDENTIFIERS- *Massachusetts

A study examined state-level coordination of education and job training policy development in Massachusetts. Selected representatives of Massachusetts' four secretariats, 30-40 agencies, and governing and advisory councils/boards responsible for oversight of the commonwealth's education/training programs were interviewed. It was recommended that state-level organizations/entities take the following actions to coordinate work-related education and training policy: improve programs to collect and communicate information regarding the state's economic/work force needs; attempt to act as a conduit for increasing flows of occupational trend and economic development information to and from local practitioners; determine the kinds of resources and support that local organizations need to fulfill their planning responsibilities; intervene to simplify and systematize processes of applying for state funds/resources; determine ways of facilitating (removing obstacles to) the formation of linkages between schools, training providers, and industry; help vocational education programs take a more systematic approach to meeting Massachusetts' current skill quandaries; increase support for tech prep; and consider adopting successful international models of linking school and work and learning strategies identified as promising in U.S.-based research studies. The interview schedule is appended. Contains 173 references. (MN)

ED 375 356 CG 025 732

Pfingsten, Kae Lee
High School Students' Attitude Toward and Use of Alcohol.

PUB DATE- 7 Jul 94
NOTE- 87p.; Master of Science Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Alcohol Abuse; Attitude Measures; *Drinking; High Schools; *High School Students; Parent Attitudes; *Peer Influence; Questionnaires; Sex Differences; *Student Attitudes; Tables (Data); Youth

Understanding teen attitudes toward alcohol can provide a basis for education, prevention, and treatment programs for alcohol use. This thesis examines gender, grade level, peer attitude, parental attitude, and knowledge as independent variables while alcohol questionnaire scores for Use of Alcohol and Attitude Toward Drinking were employed as dependent variables. The sample consisted of 191 students in randomly selected classes from grades 9 through 12. Results supported 11 generalizations: (1) a more positive peer attitude toward alcohol correlates with a more positive attitude toward drinking; (2) a more positive peer attitude toward alcohol heightens the use of alcohol; (3) a more positive parental attitude toward alcohol is associated with a more positive attitude toward drinking; (4) a more positive parental attitude toward alcohol corresponds with the higher use of alcohol; (5) males exhibit a more positive attitude toward drinking than females; (6) males use alcohol more than females; (7) a higher grade level is associated with a more positive attitude toward drinking; (8) no association exists between grade level and alcohol use; (9) knowledge of alcohol is not associated with attitudes toward drinking; (10) knowledge of alcohol is unrelated to alcohol use; and (11) a positive association exists between attitudes toward drinking and alcohol use. Survey instruments are appended. (RJM)

ED 375 432 CS 214 586

Stewart, Richard D.

Meditation, Twilight Imagery, and Individuation in Creative Writing.

PUB DATE- Jun 94
NOTE- 383p.; Ph.D. Dissertation, Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; College Students; *Creative Writing; Higher Education; Imagery; Interviews; *Journal Writing; *Meditation; *Self Expression; Writing Research
IDENTIFIERS- Archetypes; *Individuation; Intrapersonal Communication; Jung (Carl G); Writers Block; *Writing Development

A study explored the relationship between meditation, meditative journal writing, and the Jungian-archetypal notions of creative formulation and individuation or self-integration in student and non-student writing. A case study method was used to examine data from four subjects: an undergraduate, a social services worker, a doctoral student, and a psychological counselor. All subjects were practicing creative writers. Creative writing was defined as work in the traditional literary genres of poetry, short fiction, the novel, the play, and/or the literary essay. Subjects were trained in an introductory meditation practice and a modified form of Progoff's "Intensive Journal," and they provided creative writings produced before and during the study's research period. Data also came from audiotaped pre-, mid-, and post-study interviews and from subjects' journals written during the research period. Jungian-archetypal concepts of individuation and creative formulation were used as criteria for analysis with the interpretive technique of amplification as an analytic tool. Subjects' views on changes in their writing ability/performance, self-concept, and psychological state relating to the study's procedures were also examined. Results indicated that meditation and journal writing helped to stimulate production of affective imagery, which in turn influenced the ability to write with greater flow, richness, and feeling. In addition, subjects experienced growth in creative expression, enhanced self-esteem, elimination of writer's block, and other personal benefits. (Contains 8 figures, over 400 references, and 2 appendixes.) (NKA) build capacity; and (4) neutral ground for convening. Data were obtained through interviews with participants in long-term development or technical assistance; telephone interviews with recipients of tailored products from laboratories; and mailed surveys of participants in one-time workshops and recipients of products. Respondents reported that participation produced new behaviors among teachers. These skills often include techniques of classroom instruction, planning, and increased professional discussion among teachers. The data indicate that laboratories are credible sources of help, make long-term commitments to topics and partners, and are boundary spanners. It is suggested that regional laboratories utilize marketing techniques, such as field testing and workshops, to understand consumer wants and needs; give more attention to the targeting of products and services; rigorously scrutinize what is not working; and increase communication across laboratories. OERI's best opportunities for leadership are to be found in framing a Request for Proposals (RFP) for laboratory work, in establishing performance measures and reporting requirements for the program, in fostering networking and community building within and across all programs it funds, and framing and communicating a vision of the best possibilities in the work of laboratories. The appendix contains the participant survey. (LMI)

ED 375 671 FL 022 524

Henry, Linnea Margaret
Oral Dialog Journals: A Learner-Centered Approach.
PUB DATE- May 94
NOTE- 84p.; M.A. Paper, School for International Training.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Students; Audiotape Recordings; Comparative Analysis; *Dialog Journals; English (Second Language); Foreign Countries; Higher Education; Language Attitudes; Language Usage; *Oral Language; *Second Language Instruction; Spanish; Student Attitudes; Student Centered Curriculum; *Student Journals; Teacher Attitudes; *Teacher Student Relationship; *Teaching Methods; Written Language
IDENTIFIERS- Morocco

This paper examines the use of oral dialogue journals as an integral part of foreign language instruction. It discusses the strengths and weaknesses of oral (audiotape) journals, and compares them to written journals. The paper then explores the use of oral dialogue journals in the teaching of English as a Foreign Language (EFL) to adult students in Morocco and in the teaching of intermediate Spanish at the college level. Teacher and student opinions on the efficacy of oral dialogue journals are then examined. In addition to providing opportunities for students to gain in knowledge and awareness of oral and aural aspects of a second language, oral journals were found to significantly enhance the relationship between the teacher and student, to increase the students' level of confidence, and to allow students to develop ways to work on aspects of language acquisition consistent with their individual goals and learning styles. (MDM)

ED 375 692 HE 027 776

Ellis, Jon B.; Cantrell, Peggy J.
What Do Students in Psychology Courses Know about Clinical
Psychology?
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Meeting of the
Southeastern Psychological Association (39th, Atlanta, GA,
March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *Clinical Psychology; Higher
Education; *Knowledge Level; Majors (Students); Psychologists;
*Psychology; *Student Attitudes; *Undergraduate Students;
Undergraduate Study
IDENTIFIERS- Celebrities

This study examined what psychology students know about clinical psychology as most students with declared majors in psychology state that they have career plans to work in applied psychology. A five-item questionnaire was administered to 162 undergraduates in three introductory and upper level psychology courses. The questionnaire asked students to define psychology and clinical psychology, to describe the educational requirements for a clinical psychologist, to describe the difference between a clinical psychologist and a psychiatrist and to name two prominent individuals in the field. Results indicated that generally all students displayed a poor understanding of clinical psychology. Although upper level students were better able to define psychology, their understanding of clinical psychology was no better than that of introductory students. Though many of the upper level students, if not most of them, reported interest in clinical psychology, they demonstrated little understanding of what this field entails. Fifty students were unable to name two psychologists, and of the rest, most cited Freud (though he was first a physician), and only 23 percent cited two appropriate names. Results support the need to emphasize basic information about applied careers early in students' academic careers. Contains one table and seven references. (JB)

ED 375 280 CE 067 431

Makiya, Hind; Rogers, Margaret
Design and Technology in the Primary School. Case Studies for Teachers.
PUB DATE- 92
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *British National Curriculum; Case Studies; Curriculum Design; *Design; Elementary Education; *Elementary School Curriculum; Foreign Countries; Information Technology; *Integrated Curriculum; Mathematics Instruction; Science Activities; Student Developed Materials; Student Participation; *Student Projects; Technology; *Technology Education
IDENTIFIERS- Great Britain

This book contains case studies that demonstrate how design and technology activities can be incorporated in other areas of the curriculum in primary school, based on methods used in the British National Curriculum. The book is organized in eight chapters. The first chapter raises several issues, such as why design and technology have been incorporated in the curriculum, what design and technology activities are, where the activities fit into the curriculum and what they offer pupils, and the gender implications of design and technology activities. Chapters 2-7 are a series of case studies in the following categories: the early years, starting in the classroom, links with mathematics, science and technology, and links with information technology. Specific topics from actual schools show how the children are introduced to tools and suggest ways of organizing the classroom. Projects that can be developed and adapted to different age groups are demonstrated. Whole school development and topic planning are examined in chapters 7 and 8. An appendix describes resources (tools, materials, construction kits), how to use them, and where to find them. It also lists points to consider in writing school policy about design and technology. The book also contains 13 plates, 20 figures, 19 references, and an index. (KC)

ED 375 317 CE 067 486

DiPaula, Sally

Planning Instruction. A Manual for Vocational Education and ESL Instructors.

PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Competency Based Education; *Curriculum Development; Educational Cooperation; Job Skills; Job Training; Learning Activities; *Limited English Speaking; Material Development; Occupational Information; Postsecondary Education; *Program Development; Program Implementation; Secondary Education; Student Evaluation; Test Construction; *Vocational Education; *Vocational English (Second Language)

This guide is intended to provide guidance on planning and developing a coordinated, competency-based course of instruction in vocational education for students with limited English proficiency. Directed by both the vocational and the English-as-a-Second-Language (ESL) instructor, it has been designed as a reference to be used when planning such programs. Ten chapters focus on the following topics: student assessment and classroom management; writing a job description and a duty and task inventory; describing tasks; writing performance objectives and course outlines; selecting learning activities and resources; constructing tests; identifying job-specific terminology; preparing a job-related ESL course of instruction; writing job-related ESL performance objectives; and developing job-related ESL learning activities. Samples and examples are provided throughout. Eleven resource organizations are listed at the end of the publication. (YLB)

ED 375 375   CS 011 847

Lore, Rosemary; Chamberlain, Edward
Language Development Component Chapter 1 Reading Program, 1992-93. Final Evaluation Report.
PUB DATE- 1 Jun 94
NOTE- 59p.; For 1991-92 report, see ED 358 439.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Early Intervention; Elementary Education; Elementary School Students; *Instructional Effectiveness; Junior High Schools; Junior High School Students; Low Achievement; Middle Schools; *Program Effectiveness; Reading Programs; Reading Research; *Reading Skills; *Remedial Reading; Urban Education
IDENTIFIERS- Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; Middle School Students; Outcome Based Education

A study investigated the effectiveness of the Chapter 1 Reading Program, which provided assistance to 5,956 selected underachieving pupils in grades one through eight in the Columbus, Ohio public schools. The program featured small group instruction arranged according to pupil needs for the improvement of language and reading skills. Data included results of norm-referenced tests administered in a spring-to-spring cycle. Results indicated that: (1) of the 1,896 grade 2-8 pupils in an evaluation sample, 58.6% gained 3.0 or more NCE points on the reading comprehension score; (2) total reading scores for a sample of 1,871 pupils in grades 2-8 increased an average of 4.9 NCE points; (3) of 1,909 first-grade and second-grade pupils, 1,557 (81.6%) read five books at or above text reading level 8 appropriate for promotion to the next grade; (4) of 1,896 pupils, 92.6% were promoted to the next grade or passed their target reading courses; and (5) 5,779 parents of pupils served were involved in one or more parent involvement activities, and that 77.4% of pupils served had one or more parents who were involved. Findings suggest the program should be continued; reasons for the small sample size should be determined and ameliorated if possible; the strong support system should continue; and planning should take place at the building level. (Contains 9 references and 11 tables of data are included; 2 tables of data and evaluation instruments are attached.) (RS)

ED 375 493 EA 026 194

Ruderman, Marian N.; Ohlott, Patricia J.
The Realities of Management Promotion. An Investigation of Factors Influencing the Promotion of Managers in Three Major Companies.
PUB DATE- 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Employment Level; Job Placement; Occupational Mobility; *Organizational Climate; Performance; *Personnel Evaluation; Personnel Policy; Personnel Selection; *Promotion (Occupational)

Promotions, particularly management promotions, play an important role in organizations. Despite their importance for both individuals and organizations, little is known about how and why most promotions occur. This publication presents findings of a study that examined 64 promotions that occurred in three Fortune 500 companies from 1986-89. The 64 "typical" cases included 16 at the general manager level, 24 at the director or plant manager level, and 24 at the business or project manager level. Interviews were conducted with the promoted person, their immediate supervisor, and the approving boss. In 46 cases, a human resource representative was included. Findings suggest that: (1) promotions were based on individual efforts and abilities; (2) jobs often were created to fit the candidate; (3) bosses did not place much emphasis on formal assessments, such as performance evaluations; (4) in almost half of the cases, only one person was considered for the job; (5) tremendous variety existed among the types of promotions; and (6) organizational context should be considered when trying to understand promotions. In summary, promotion processes are extremely complex and must be viewed from multiple perspectives. Political, social, and contextual factors play important roles. It is recommended that individuals employ the following strategies--network, demonstrate talents in meaningful settings, and get feedback. Organizations should examine the contextual features of their promotion systems, for example, the degree to which the de facto system is congruent with organizational objectives. Three tables and two figures are included. Contains 50 references. (LMI)

ED 375 513 EA 026 222

McCarthy, Martha
Professional Malpractice: Are Educators at Risk? Policy Bulletin.
PUB DATE- Jun 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Court Litigation; *Educational Malpractice; Elementary Secondary Education; *Legal Responsibility; Negligence; Public Schools; Torts

Although no lawsuits claiming educational malpractice have yet been successful, it is conceivable that educators and school systems will be held legally accountable for correctly diagnosing pupils' needs, placing them in appropriate instructional programs, and reporting their progress to parents or guardians. This bulletin briefly examines litigation in which individuals have sought monetary damages from school districts for various types of alleged instructional negligence and areas of potential liability for educators. Some courts have recognized circumstances under which plaintiffs possibly could recover damages in an instructional tort action. Successful educational malpractice suits, particularly those involving negligence in placement decisions and reporting to parents, may be more likely in the future than they have in the past. The increasing legislative specificity about student proficiency standards and special education placement procedures may strengthen the grounds for such suits. While it is still unlikely that liability will be imposed for discretionary acts involving professional judgment, it is conceivable that educators may soon be held legally liable for breaching their duties to diagnose and place students appropriately and to inform parents or guardians accurately of their children's deficiencies. Educators' best defense against an educational malpractice suit is to give careful attention to their diagnostic, placement, and reporting practices. (LMI)

ED 375 553 EC 303 390

Kircaali-Iftar, Gonul; Ozer, Zafer

Factors Influencing Success in a Special Education Consultant Training Program in Turkey.

PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Consultation Programs; Counseling; *Disabilities; Elementary Education; Foreign Countries; *Performance Factors; Postsecondary Education; Professional Education; Program Effectiveness; *Special Education Teachers; Success; *Teacher Background; Teacher Education; Teaching Experience
IDENTIFIERS- *Anadolu University (Turkey); Turkey

A Special Education Consultant Training Program (SEC-TP) was offered to 14 special and 8 regular education teachers by the Department of Special Education, Anadolu University, Turkey. Half of the participants were working in a counseling and research center and half were working in various elementary schools in Eskisehir, Turkey. The effects of work-related characteristics of program participants on their success in SEC-TP were analyzed. Teachers working in the counseling and research center were more successful than teachers working in elementary schools. There was an inverse correlation between success in SEC-TP and work experience: the more experienced the teachers were, the less successful they were in SEC-TP. Results have implications for the selection of participants for and the design of similar programs. (Contains 12 references.) (DB)

ED 375 572 EC 303 411

Green, Pamela; Gilbert, Janice T.
Improving Student Behavior.
PUB DATE- Apr 94
NOTE- 56p.; Master's Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Classroom Techniques; Field Trips; Instructional Effectiveness; *Interpersonal Competence; Intervention; Journal Writing; Junior High Schools; Junior High School Students; *Learning Disabilities; Middle Schools; *Self Concept; Self Esteem; Self Evaluation (Individuals); Special Classes; Token Economy; Training Methods

This report describes a program for improving the behavior of seventh and eighth grade students with learning disabilities in a self-contained classroom setting. Analysis of probable causes revealed that students demonstrated a lack of problem-solving skills, showed a low frustration tolerance, and exhibited poor self-concepts. Two major categories of intervention were selected: (1) strategies to improve social skills, and (2) an incentive program designed to increase motivation and improve self-concept. Intervention activities involved providing social skills training for two class periods per week, having students use social skills checklists and reflective journal writing to identify their needs for behavior change, implementation of a token economy incentive program, and special field trips such as an outdoor adventure field trip emphasizing cooperative working towards specific goals. The intervention resulted in decreases in the numbers of disruptive behaviors, suspensions, and referrals. Contains 24 references. (DB)

Renner, Christopher E.
Multicultural Language Learning: Applications in EFL Curriculum Development.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (17th, Italy, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Classroom Techniques; Course Content; Cultural Awareness; Curriculum Design; Curriculum Development; Educational Objectives; Educational Strategies; *English (Second Language); Foreign Countries; *Instructional Materials; Intercultural Communication; Language of Instruction; Language Role; *Multicultural Education; Multicultural Textbooks; Nonwestern Civilization; Second Language Instruction; Student Needs; Teacher Role; Textbook Selection; Western Civilization

The incorporation of multicultural content in to English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) instruction is discussed. First, the international role of English is examined, and the sociopolitical nature of language is reviewed. Cultural components of language learning are noted in the areas of discourse, appropriateness of usage, paralinguistics (body language, suprasegmental language features), pragmatics, and development of cognitive-academic language proficiency. The traditional ESL approach that assumes cultural assimilation as a primary objective is brought into question, and the debate over incorporation of western and non-western culture into ESL curricula is reviewed. Textbook selection is also discussed here. Finally, four approaches for integrating multicultural content into course syllabuses (contributions, additive, transformation, and social action) are described and guidelines are offered to teachers for successful implementation of such curriculum changes in the classroom. These address perceptions of the teacher's role, gathering of adequate background information, classroom language usage, inclusion and portrayal of diverse racial and ethnic groups, selection of teaching materials, awareness of student developmental needs and perceptions, and intercultural cooperation. Contains 27 references. (MSE)

ED 375 631 FL 022 465

Laver, John
Principles of Phonetics.
PUB DATE- 94
NOTE- 732p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Speech); Dialects; Foreign Countries; Language Research; Linguistic Theory; *Phonetic Analysis; *Phonetics; *Phonetic Transcription; Phonology; Semiotics; *Speech
IDENTIFIERS- Segmentals (Phonology)

This book is designed to provide a foundation for independent research in the phonetic study of speech. Eight sections address the following: (1) introductory ideas, semiotics, the relationship between phonetics and phonology, and the concepts of accent, dialect, and language; (2) the phonetic analysis of speech and the architecture of phonetic classification; (3) airstream mechanisms and phonation; (4) linear segmental analysis, including stop, fricative, resonant, and multiple articulations; (5) articulatory coordination and phonetic settings; (6) temporal, prosodic, and metrical analysis; (7) principles of transcription; and (8) the evaluation of general phonetic theory. Two appendixes provide the phonetic alphabet of the International Phonetic Association and an index of languages. (Contains approximately 1,180 references.) (MDM)

ED 375 652   FL 022 492

Labbe, Raul; Varas, Amanda
Specialized Content Material.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Computer Software Development; Curriculum Design; Engineering Education; *English (Second Language); *English for Special Purposes; Foreign Countries; Higher Education; *Instructional Development; Instructional Materials; *Reading Instruction; Second Language Instruction; *Sentence Structure; Transformational Generative Grammar

A computer-based set of instructional materials, designed to teach English second-language reading skills to university-level engineering students, is described and its development is outlined. The programmed units are designed to be used individually on the computer. The stages of software development included: selection of sentence units from different registers in engineering, with attention to frequency and density of lexical items and syntax; item analysis; analysis of theoretical support in the research on syntax, semantics, written discourse, and psychology; and creation and validation of instructional units. A brief analysis is given of the unique nature of noun phrases in specialized text, which have significantly more pre- and post-modifiers clustering around nuclei than equivalent phrases in nonspecialized texts. Treatment of this complex phenomenon in the instructional design is discussed, using the approach of generative transformational grammar. (MSE)

ED 375 299 CE 067 463

Tracy-Mumford, Fran; And Others
Student Retention: Creating Student Success. Monograph Number Two.
PUB DATE- Mar 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; Adult Counseling; Adult Education; Adult Programs; *Adult Students; *Ancillary School Services; Career Counseling; *Dropout Prevention; Potential Dropouts; *School Holding Power; *Student Attrition; Success

Effective student retention strategies involve creating a vision and committing to that vision, ensuring that processes are applied systematically, providing support, and offering high quality instruction. Creating an effective program means having a real sense of what "program completion" is, how the state and programs define and measure retention, and how the program is organized and operated to achieve better retention rates. Effective student support strategies are as follows: display respect and build rapport; counsel students; establish trust between instructor and student; help students develop effective coping strategies; refer students to agencies/services for nonacademic needs; and build on family support. High quality instruction ensures that students succeed by providing them with opportunities for continual success, tangible evidence of progress, relevant instruction, support in class/tutoring sessions to develop program affiliation and rapport with instructors and students, and involvement in setting program goals. Structural areas influencing retention include recruitment, orientation, assessment and placement, student recognition and activities, student evaluation, student contact system, instructional delivery system, support system, and qualified personnel. (Contains 58 references and appendixes which include a table identifying state retention rates and a chart that shows state formulas/measures and definitions/descriptions.) (YLB)

ED 375 395 CS 214 495

Remlinger, Kathryn
Weaving Theoretical Threads: Liberal, Psychoanalytic, Socialist Feminisms and Composition Theory.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Context; *Feminism; Higher Education; Language Role; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Composition Theory

The categorization of individual theories co-existing within the feminist framework limits the extent to which these theories can be woven together to fully develop the field of composition. By focusing on differences, taxonomies ignore the similarities among the framework's various theories. These similarities, when interlaced instead of separated, enhance theories, research methods, and practices, which in turn develop previously unrealized insights into the field. If the various feminist theoretical assumptions of how gender and language interact were intertwined, composition instructors would be better able to develop not only their own voices through writing, but also their perspectives on how the interaction of social factors, such as language and gender, create, maintain, as well as challenge gender-specific roles. Specifically, three schools of feminism that might be interwoven are as follows: (1) liberal feminism, which maintains that female subordination is a result of unequal social and legal practices that deny women access to individual rights; (2) psychoanalytic feminism, which regards gendered oppression and marginality as a result of differences between female and male psychological development; (3) the socialist feminist approach explains how capitalism has separated the domestic from the public work sphere based on the capital value of each domain. Treating most women's problems as the problems of the middle-class woman, all three approaches, however, could be critiqued for their failure to adequately consider issue of class, race and age. (Contains 37 references.) (TB)

ED 375 414 CS 214 563

Bekken, Jon

The Portrayal of Labor in Reporting Textbooks: Critical Absences, Hostile Voices.

PUB DATE- Aug 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Content Analysis; Higher Education; *Journalism Education; *Labor; Mass Media Role; News Media; *News Reporting; Textbook Research
IDENTIFIERS- Media Bias; *Media Coverage; *News Values

Labor activists and sympathetic scholars have long been critical of the anti-labor bias found in what they term the "hired press." Research generally supports these labor movement perceptions; studies of media coverage of industrial conflict have consistently found that the media cover these struggles through frames that delegitimize the labor movement. Accordingly, a study analyzed the portrayal of labor in reporting textbooks, hypothesizing that the persistent pattern of neglect and distorted coverage found by previous scholars may result from the news values, sourcing practices, and expectations inculcated through academic journalism programs and reporting textbooks. A thorough examination of nine reporting texts and accompanying workbooks documented every reference to labor and unions, its context and nature. In addition, three advanced reporting texts were examined to see if the anti-labor biases present in most basic reporting texts persisted. Findings suggest that, according to these textbooks, the labor movement is simply not important. Unlike businessmen, local politicians, and police, it does not meet "official" criteria for newsworthiness. Patterns of thinking taught in journalism programs and enforced in news organizations are reflected in textbooks which inculcate values--an ideology of news--which must inevitably affect students' performance as journalists, their sense of what is news, whose perspectives are important, and which stories should be told. (Two tables are included. Table 2 lists the textbooks analyzed; 41 notes are also included.) (NKA)

ED 375 453 CS 508 727

Frasier, C. Jay
Magic in the Classroom: Using Conjuring To Teach Selectivity and General Semantics.
PUB DATE- 15 Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communication (Thought Transfer); Higher Education; *Instructional Innovation; Learning Strategies; *Semantics; Undergraduate Students
IDENTIFIERS- Communication Behavior; General Semantics Paradigm (Korzybski); *Magic

Communication teachers can use magic in the classroom to teach the selective nature of the communication process and principles of general semantics. Since magic "works" due to perceptual limitations, selective perception can be illustrated through various magic effects. Magical effects where the secret is apparent to everyone in the class except for one member can show the students that an individual's perception is limited and selective. Several principles of general semantics, including "nonallness" and "nonidentity," can similarly be illustrated through the use of select magic effects. The three best ways that teachers can learn magic that can be used in the classroom are from books, from video tapes, and from personal instruction. Some teachers might desire to start performing magic in their classes but hesitate to do so. Magic is a novel, fun, and interesting way to gain students' attention, to keep their attention focused on the subject matter of the class, and to teach them something in the process. (Contains 37 references.) (RS)

ED 375 473 EA 026 170

Osborne, Allen G., Jr.
Disciplinary Sanctions for Students with Special Needs.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Behavior Disorders; *Compliance (Legal); Court Litigation; *Disabilities; Discipline; *Discipline Policy; Discipline Problems; Due Process; Elementary Secondary Education; Emotional Disturbances; Expulsion; Legal Problems; Legal Responsibility; Special Needs Students; *Student Rights; Suspension
IDENTIFIERS- *Individuals with Disabilities Education Act

One of the more controversial issues that has come before the courts since the implementation of the Individuals with Disabilities Act (IDEA) concerns the imposition of disciplinary sanctions on students with disabilities. Because this issue is not directly addressed by the act, school administrators must turn to case law for guidance. This paper reviews court litigation and IDEA provisions to develop guidelines for administrators in this situation. Although IDEA does not directly refer to discipline, its provisions have implications for the application of disciplinary sanctions on special education students. The case law of the last 2 decades clearly strikes a balance between students' rights and school administration authority. School officials may impose disciplinary sanctions as long as they follow procedures that will not deprive special-education students of their rights. Restrictions are placed on school authorities, however, when they wish to expel the student or change the student's placement for disciplinary reasons. In these situations, the due-process procedures outlined in IDEA usually replace the normal due-process protections. In conclusion, it is better to anticipate a problem and prevent one from escalating. An appropriate individual education program (IEP) should be developed that contains goals, objectives, and methods for behavior modification. Contains 49 end notes. (LMI)

ED 375 533 EC 303 198

Aiello-Cloutier, Mary
Visual-Motor Skills as a Predictor of Written Expression.
PUB DATE- 17 Apr 93
NOTE- 19p.; Paper presented at the Conference of the National Association of School Psychologists (Washington, DC, April 17, 1993). Contains small print of uneven quality.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Education; *Expressive Language; Language Arts; *Learning Disabilities; Motor Development; *Perception Tests; *Perceptual Motor Coordination; Test Validity; Visual Perception; Writing (Composition); *Writing Skills
IDENTIFIERS- *Developmental Test of Visual Motor Integration

This study investigated the relationship between the Developmental Test of Visual Motor Integration-Revised (VMI-R) and written expression skills of 54 students (grades 2 to 7) with learning disabilities. Data analysis compared cognitive ability; visual motor skills; achievement in reading, math, and written language; teacher rating of written language skills; and background information on each student. Results indicated that the VMI-R appeared to contribute significantly to understanding of written expression skills in this population. (Contains 14 references.) (DB)

ED 375 591 EC 303 431

Shoultz, Bonnie; And Others
Permanency Planning in Michigan: From Philosophy to Reality.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption; Agency Cooperation; Community Programs; Cultural Differences; *Developmental Disabilities; *Emotional Disturbances; *Family Relationship; Foster Care; *Long Range Planning; Mental Health Programs; Public Policy; *State Programs
IDENTIFIERS- *Michigan; *Permanency Planning (for Disabled); Permanency Planning (Foster Care)

Michigan was the first state to apply the permanency planning philosophy to children in the mental health system who have developmental disabilities or severe emotional disorders. Permanency planning involves identifying strategies for supporting children within permanent family relationships. This report outlines how the permanency planning philosophy is being implemented in Michigan's developmental disabilities and mental health systems, through family reunification, foster care, shared parenting, and adoption. It describes services provided by community mental health boards and children's initiatives of the Department of Mental Health. The state's efforts to engage in interagency collaboration are also discussed, along with challenges presented by the cultural diversity within the state. The perspectives of biological, foster, and adoptive families on issues in permanency planning are explored. The report concludes that, while many problems and concerns were identified, the fact remains that children with disabilities in Michigan have a better chance than anywhere else in the U.S. of having a stable and permanent family to live in, and of having much of the support they need. (Contains 17 references.) (JDD)

ED 375 262 CE 067 401

Marr, Barbara T.; Green, James L., Ed.
Title IIB of the Job Training Partnership Act. The Summer Youth Employment and Training Programs of Massachusetts.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Differences; Educational Benefits; Educational Objectives; *Employment Programs; Enrollment Trends; Financial Support; *Job Training; Program Effectiveness; Program Improvement; Questionnaires; Records (Forms); Regional Characteristics; Secondary Education; State Programs; State Surveys; *Summer Programs; *Vocational Education; Youth Employment; *Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982 Title IIB; *Massachusetts; *Summer Youth Employment Program

A study examined the effectiveness of Massachusetts' Summer Youth Employment and Training Programs (SYETP) funded under Title IIB of the Job Training Partnership Act (JTPA). The study methodology included the following: a review of federal JTPA legislation and pertinent state policy directives; site visits to a random sampling of 15 summer programs in 7 service delivery areas (SDAs); and interviews with SDA directors and SYETP coordinators, supervisors, teachers, guidance counselors, and enrollees. Regional/local differences between SYETPs were identified along with innovative practices. Massachusetts' SYETPs were concluded to be valuable supplemental learning programs through which youth can learn needed skills and develop good attitudes, social interaction skills, self-confidence, and awareness of different academic paths and the skills required for employment. Among the study recommendations were the following: selection/training of SYETP instructors and counselors should reflect the need for thorough understanding of the clientele served; planning for summer programs should begin in late winter; systems for reporting outcomes and compiling end-of-year program reports should be improved, and linkages should be developed between JTPA IIB programs and year-round school programs. (Appended are tables detailing trends in Title IIB funding and enrollment, and the interview instruments and participant evaluation forms.) (MN)

ED 375 281 CE 067 434

Rietz, Helen L.; Manning, Marilyn
The One-Stop Guide to Workshops.
PUB DATE- 94
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Corporate Education; *On the Job Training; Planning; *Problem Solving; Program Development; Program Implementation; Teaching Methods; *Training Methods; *Workshops

This book leads the reader through a step-by-step process for creating and presenting a workshop. At each step, the book notes the important decisions workshop planners need to make, guides them in making those decisions, suggests resources that may help, provides real-world examples, and includes forms, checklists, and worksheets to make the process simpler. The book consists of 38 chapters organized in 9 parts that cover the following topics: working with workshops; putting the workshop in context; planning the overall design; choosing the best activity; completing each module; finishing the design; preparing for the program; leading the workshop; and handling problem situations. Part 10 addresses evaluating the workshop. Throughout the process, practical suggestions are made for materials preparation, site selection and configuration, participant stimulation and control, and problem solving. The book contains an index. (KC)

ED 375 318 CE 067 487

Collins, Helen
European Vocational Education Systems. A Guide to Vocational Education and Training in the European Community.
PUB DATE- 93
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Education Work Relationship; Foreign Countries; *Job Search Methods; *Job Training; Occupational Information;

Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *European Community

This book describes the 12 vocational education systems conducted by the members of the European Community. The 12 country chapters (Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain, and the United Kingdom) follow the same model and are organized into the following six sections: key facts, education systems, vocational education systems, economic features, finding employment, and information points. An introductory chapter looks at the need to certify vocational education programs throughout the European Community, and a final chapter describes the main European Community training programs. Appendixes provide the following: a European Community address list, addresses of the National Academic Recognition Information Centers (NARIC), addresses of comparability coordinators, and a summary of the law-making process in the European Community. (KC)

ED 375 337 CG 025 538

Whitmire, A. J.
Correlation of Optimal Experience and Counselor Development.
PUB DATE- 6 Aug 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arousal Patterns; Attention; Counseling; Counseling Psychology; *Counselor Attitudes; *Counselor Characteristics; *Counselors; Graduate Students; *Job Satisfaction; Therapists; Work Attitudes
IDENTIFIERS- Csikszentmihalyi (Mihaly); *Flow Theory

Some studies report that almost half of American workers wish they held different jobs. This paper analyzes the relationships between both the quality and frequency of optimal experience and counselor development. A questionnaire consisting of a 12-item measure of optimal experience, the Supervisee Levels Questionnaire--Revised, and a 1-item measure of flow frequency was administered to 24 counseling practica graduate students. Results supported both research hypotheses: (1) the 12-item measure indicated a positive correlation between the experience of flow and the reported level of counselor development; and (2) the frequency of reported flow experiences while counseling was positively correlated with the level of counselor development. The findings were consistent with both the concept of flow or optimal experience as developed by Csikszentmihalyi and the Integrated Developmental Model of counselor development. The experience of flow and counselor development are complex concepts which appear to be highly correlated. Although with correlation one cannot assign causality, one may speculate that the complex nature of counseling probably provides numerous challenges which make the experience of flow possible. Included here are two scatterplots, which graph the reported optimal experiences, and a copy of the counselor questionnaire. (RJM)

ED 375 357 CG 025 733

Talking with Youth about Prevention: A Teaching Guide for Law Enforcement and Others.

SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 92
NOTE- 408p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; Adolescents; Children; *Crime Prevention; Delinquency Prevention; Elementary Secondary Education; Law Enforcement; Laws; Police; *Prevention; Safety; *Safety Education; School Safety; Traffic Safety; *Youth

As disproportionate victims of violence and crimes, young people need to know how to help themselves and their community. This guide is intended to aid law enforcement officers--and those who care about youth--as they teach young people the value of prevention, how to practice prevention, and how to lead prevention efforts. The guide features three major sections. Section one focuses on students in grades K-6 with information on self-protection, alcohol and other drug use, property crime and vandalism, gangs, traffic responsibility, and respect for police and the law. The next section, for students in grades 7-12, covers some shared territory at an age-appropriate level, as well as other issues: alcohol and other drugs, cults and gangs, motor vehicle responsibility, personal protection, and sexual assault prevention. Section three consists of building blocks: information on how to make presentations, how to handle disclosures of victimizations, and other matters. Each chapter contains a summary, a general discussion of the subject, detailed information on key issues, and points to teach children. The "Messages for Parents" section helps instructors shape presentations to adults about helping children grow up safer, and the "Sample Materials and Activities" provides starter ideas for parents. Also included is a "Resources" segment for further information. (RJM)

ED 375 433   CS 214 589

Porter, Carol; Cleland, Janell
The Portfolio as a Learning Strategy.
PUB DATE- 95
NOTE- 175p.; Foreword by Yetta M. Goodman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; *Learning Strategies; Portfolio Assessment; *Portfolios (Background Materials); Reflective Teaching; *Student Centered Curriculum; *Student Evaluation; Student Writing Models; *Writing (Composition); Writing Processes

Looking in depth at the curricular and instructional framework of a student-centered classroom, this book describes learning strategies in detail and illustrates with student samples that demonstrate how portfolios can assist students in reflective self-evaluation. The book chronicles the experiences of two teachers over their three years of experimentation with portfolios including not just their successes but also their mistakes. Chapters in the book are: (1) An Invitation to the Reader; (2) Why Do We Need Portfolios?; (3) How Can the Portfolio Be Used to Support Learning?; (4) What Should Go into a Portfolio?; (5) How Might the Portfolio Be Assembled?; (6) The Portfolio Is Completed: Now What?; (7) What Are Other Teacher Concerns about Portfolios?; and (8) Our Final Reflections. A student-written short story (the 26th but not the last draft) is included as an appendix between the second and third chapters. Contains 39 references. (RS)

ED 375 554 EC 303 391

Crossing the Line from Empowerment to Neglect: The Case of Project L.I.F.E.

PUB DATE- Jul 94

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; Agencies; *Developmental Disabilities; Group Homes; *Independent Living; *Program Administration; Program Evaluation; Quality Control; *Residential Programs; State Standards

IDENTIFIERS- New York (New York); *Project LIFE (Supported Housing); *Supported Housing

This report presents findings of an investigation into the operations of Project L.I.F.E., a supportive apartment program which serves 72 persons with developmental disabilities in New York City. The introduction describes Project L.I.F.E. and its history and philosophy. The report then details the findings of the investigation, which involved announced site visits, interviews with residents and staff, and the review of case files and financial records. The agency was found to lack a quality assurance system to warn administrators that they were in violation of such important regulations as: (1) the requirement to ensure that medications be properly administered; (2) the requirement that serious incidents be reported and investigated; and (3) the requirement that residents summarily discharged have an appropriate place to live. Problematic practices found included: absence of admission criteria; failure to follow discharge policy; failure to follow incident reporting regulations and agency policy; failure to implement a formal process for the transmission of medical information to staff; and failure to focus treatment planning around the most critical needs of residents. Recommendations are presented in the areas of program management, suitability of residents, and staff competence and training. Appended are administrative letters accompanying the report and the response of Project L.I.F.E. (DB)

ED 375 573 EC 303 412

Barton, Len; And Others
Disability and the Necessity for a Socio-Political Perspective. Monograph #51.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 72p.; A product of the International Exchange of Experts and Information in Rehabilitation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Area Studies; Change Agents; Change Strategies; *Civil Rights; *Disabilities; Foreign Countries; Mainstreaming;

*Political Influences; *Rehabilitation; *Social Change; *Social Discrimination; Social Influences; Special Education
IDENTIFIERS- Australia; England; New Zealand

This monograph on international disability issues offers three main papers giving English, Australian, and New Zealand viewpoints. The first paper is by Len Barton from England and is titled "Disability and the Necessity for a Socio-Political Perspective." Barton attacks the medical model of disability and argues that people with disabilities ought to change the political discourse about disability to one involving rights and choices tied to political action. He urges them to develop a political and social movement to further their ends. Keith Ballard comments on Barton's paper in "A Socio-Political Perspective on Disability: A Comment from the New Zealand Context" and relates it to the mainstreaming debate in education. He compares the stigmatization of children with disabilities to that of the Maori minority in New Zealand and calls for a public discourse that includes the voices of all oppressed groups. In "Pigs' Tails and Peer Workers, the View from Victoria, Australia," Gillian Fulcher critically discusses the "economic rationalist" discourse of the Australian welfare state and cautions that the formal rationality of political rights may not result in effective change. Commentaries from U.S. individuals are then presented by Joseph Stubbins, Margaret A. Nosek, Frank Bowe, Mary Ann Carroll, James Charlton, David Pfeiffer, and Hugh Gregory Gallagher. A final rejoinder by Barton completes the monograph. Each paper contains references. (DB)

ED 375 632 FL 022 468

Hubbard, Reginald S.
How Effective Is Self-Directed Learning at Generating Successful Learning Experiences, and What Is Its Role within Higher Education?
PUB DATE- 12 Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Foreign Countries; Higher Education; Homework; *Independent Study; *Learning Laboratories; Student Centered Curriculum; Student Participation; Teacher Student Relationship
IDENTIFIERS- United Arab Emirates

This study sought to determine if self-directed learning (SDL) experiences produced higher levels of academic achievement than traditional, teacher-directed learning experiences. Out of a group of 720 first-year students at the United Arab Emirates University, instructors identified 86 SDL students who completed all homework assignments, did extra studying on their own, participated in class, consulted instructors outside of class, and visited the university's independent learning center (ILC). A second group of 164 students, referred to as ILC students, was randomly selected from among the 795 students who used the ILC at least one time during the semester. The study found that 94 percent of the SDL and 85 percent of the ILC students passed the first-year final exams, whereas only 73 percent of all first-year students passed the exam. The results suggest that students who exhibit more SDL behaviors perform better than students who do not. The uses of SDL in higher education are discussed. (Contains 15 references.) (MDM)

ED 375 672 FL 022 528

Barboza, Vicki Carter
Making the Most of Your Tutorial Session.
PUB DATE- Aug 94
NOTE- 266p.; M.A. Project, School for International Training.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Conversational Language Courses; Cultural Activities; *English (Second Language); Higher Education; *Material Development; Resource Materials; *Second Language Instruction; Teaching Methods; *Tutorial Programs; *Tutoring; Vocabulary Development
IDENTIFIERS- Tutor Role; *Tutor Training

This document reports on a materials development project created for volunteer tutors in the English-In-Action (EIA) program of the Bechtel International Center at Stanford University. EIA provides foreign students, visiting scholars, and their spouses with the opportunity to improve their English language skills in an informal, conversational setting. Participants spend about 1 hour per week with a volunteer English-speaking tutor. The document is designed to serve as a guide for new and continuing tutors in the program, providing them with concrete ideas and resources to help carry out their tutorial assignments. The first section contains guidelines to help tutors with preparation, participation in activities, and follow-up. The second section consists of 25 topic chapters, each of which has ideas for vocabulary, discussion, and practice, leading to the student participating in an independent activity involving English. (MDM)

ED 375 693 HE 027 777

Gottlieb, Esther E.; And Others
The Ambivalence of the Israeli Academic Profession: Research vs. Teaching. The Academic Profession Approaches the Twenty-First Century: the Carnegie Foundation International Survey, Symposium.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *College Instruction; Departments; Faculty Publishing; Foreign Countries; Higher Education; Intellectual Disciplines; International Studies; Publish or Perish Issue; *Research; Sex Differences; *Teacher Attitudes
IDENTIFIERS- Academic Professions; *Israel

Attitudes of Israeli senior faculty concerning research and teaching were evaluated using the Carnegie international questionnaire. Approximately one third of the total faculty population in Israel was randomly sampled, but stratified by institutional size. The questionnaire was sent to 2,225 faculty and 502 returned completed forms (22.56 percent). Analysis of the data included factor analysis to give a view of the main features of the data. The main finding was that research orientation is the unifying factor of the present Israeli professoriate. Other findings included (1) variances between teaching and research were explained by gender, type of institution, rank and preferences between teaching and research; (2) preferences for teacher over research were much more common among "newcomers" to the profession, women, lower ranking faculty, and those in the humanities, social sciences, fine arts and education; (3) research production was perceived as the most important consideration for promotion; (4) involvement in international academic activity was highly valued by the faculty with 62.5 percent reporting publishing articles and books in other countries. (Contains 13 references.) (JB)

ED 375 711 HE 027 795

McHale, Maureen T.
The Impact of College on Students' Attitudes toward Women's Roles. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Outcomes Assessment; College Role; *College Students; *Females; Higher Education; Longitudinal Studies; National Surveys; Political Socialization; Role Perception; Sex Bias; *Sex Role; Sociocultural Patterns; Socioeconomic Background; *Student Attitudes; Student Characteristics; *Student Development
IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program

This study examined how college students' attitudes toward women's roles change during college in order to clarify how colleges and universities may implement policies and programs to facilitate "positive" gender role attitude changes. The study employed a longitudinal design and data were drawn from the Cooperative Institutional Research Program surveys, a national survey of over 17,000 college freshmen in 1985 who were followed up in 1989. Data were analyzed through the use of cross-tabulations and stepwise multiple regression analyses. Although few students began their studies endorsing a traditional view of women's roles, those who did became increasingly egalitarian during their undergraduate years. Women were more likely than men to have egalitarian attitudes, both as freshmen and 4 years later. After controlling for students' background characteristics, the structural characteristics of institutions had little effect on students' attitudes. Rather it was involvement with others, particularly the faculty, and participation in certain majors and activities which had an impact on students' attitudes. Results also indicate that much of what influences students' attitudes toward women's roles takes place not only outside the college classroom but also outside the college environment. (Contains 29 references.) (Author/JB)

ED 375 376   CS 011 848

Pollock, John S.

Early Literacy Program, Grades 1 and 2, 1992-93. Final Evaluation Report.

PUB DATE- 24 Mar 94

NOTE- 40p.; For 1991-92 report, see ED 358 441.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Early Intervention; Elementary School Students; Grade 1; Grade 2; *High Risk Students; *Instructional Effectiveness; Primary Education; Program Effectiveness; *Reading Instruction; Reading Research; Urban Education; *Writing Instruction

IDENTIFIERS- Columbus Public Schools OH; *Emergent Literacy; *Ohio Reading Recovery Program; Outcome Based Education

A study evaluated the Early Literacy program that served 2,278 underachieving pupils in grades one (1,655) and two (623) who appeared unlikely to learn to read successfully without additional reading instruction. The Early Literacy program teacher and each small group of pupils worked together each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) 137 (64%) of the grade two evaluation sample of 214 students gained at least 3.0 normal curve equivalents (NCEs) in reading comprehension; (2) in total reading, 202 grade two pupils had an average NCE gain of 5.01 NCEs, with 79 discontinued pupils gaining 7.42 NCEs and 123 not discontinued pupils gaining 3.46 NCEs; (3) of the 820 grade one and two treatment group pupils with available retention data, 770 (93.9%) were promoted; (4) 440 (77.6%) grade 1 pupils read five or more books at level eight or above and 139 (89.7%) grade 2 pupils independently read at least 10 books; and (5) 2,104 parents or guardians were involved in the program and that 4,347 contacts were made by these individuals. Findings suggest continuation of the program with consideration given to six areas of concern: examine the process for discontinuing pupils; increase the number of pupils in the evaluation sample; increase parent involvement; provide coordination between the program and classroom teachers; establish structured observation procedures; and maintain a viable inservice program. (Contains eight tables of data. Evaluation and assessment instruments are attached.) (RS)

ED 375 454 CS 508 729

Okoli, Emeka Jonathan

The Concept of Culture and Sojourner Assimilation into the Host Environment: An Example of Foreign Students in the United States.

PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Communication Problems; Communication Research; *Culture Conflict; *Foreign Students; Higher Education; *Intercultural Communication; Literature Reviews; *Organizational Communication
IDENTIFIERS- *Communication Behavior; Sojourners

Accepting a definition of culture as "the total accumulation of an identifiable group's beliefs, norms, activities, institutions, and communication patterns," this paper, in an extensive literature review, conjectures that the environment has a far-reaching impact on the performance of the foreign student in the United States. The paper notes that a negative or hostile environment can affect the individual's ability to communicate effectively and that this failure of communication may lead toward entropy within the individual. Applying the findings in organizational and intercultural communication literature to the experiences of foreign students (notably Africans) on American campuses, the paper presents two perspectives on organizational entry: the organizational and the individual's perspectives. According to the paper, the newcomer who is an "active-player" type readily immerses himself/herself into existing cultural networks and through these taps into the basic assumptions, norms, and sense-making mechanisms of the new environment. The paper notes that, all other things being equal, most of the sojourners who emigrate are active-players in the host environment. Echoing a study of J. P. Wanous (1976) which suggested the need to examine the dynamics of organizational entry, socialization, assimilation (or exit) from the perspective of the individual, the paper sees the point of entry into another culture or organization as a clash of cultures. The paper concludes that, ultimately, it is the individual involved in the transition who makes the decision as to which of the two cultures wins. Contains a figure and 71 references. (NKA)

ED 375 494 EA 026 196

Kleine, Patricia A.

Chronic Absenteeism: A Community Issue.

PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; Attendance Patterns; *Community Programs; *Disadvantaged Youth; Intervention; Partnerships in Education; Program Effectiveness; *School Community Relationship; Secondary Education; *Student Attitudes; Student Behavior; Teacher Attitudes; Teacher Expectations of Students; *Truancy

For the past 2 years, a pilot program to reduce student absenteeism has been implemented in a medium-sized city participating in the New Futures Initiative. This paper presents findings of a study that examined the outcomes of the Chronic Absenteeism Pilot (CAP) project. The New Futures Initiative engaged in interagency efforts to provide coordinated, integrated, and student-centered services to chronically absent youth and their families. Data for part 1 of the study were obtained from interviews with 63 key resource persons. Part 2 collected data from interviews with community associates assigned to CAP, the CAP supervisor, a representative sample of CAP students, a matched sample of school attendees, and teachers. Findings showed that despite elaborate interagency agreements, very little was known about potentially collaborative efforts on behalf of chronically absent youth in the city; what was known was seen as controversial and doomed to failure. The program was hampered by basic ideological differences and agendas held by the social service agencies and public schools, substantial power differences among the agencies, and the lack of a legitimate convener to represent stakeholders. In addition, the problem of chronic absenteeism was greater than previously reported. Teachers tended to view CAP students in negative terms. "Attenders" expressed positive attitudes about themselves and their schools; CAP students did not. However, CAP students expressed indifference, rather than hostility, toward their schools. (LMI)

ED 375 514 EA 026 223

Moore, Gary T.; Lackney, Jeffery A.
Educational Facilities for the Twenty-First Century: Research Analysis and Design Patterns.
PUB DATE- 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Institutional Environment; *School Buildings; School Size; School Space

This handbook examines the relationship between school buildings and educational performance. Following the introductory chapter, chapter 2 presents findings from empirical studies that have examined the building/performance issue. Research has demonstrated that the physical setting has both direct and mediated effects on prosocial and achievement outcomes. Chapter 3 presents an ecological model that accounts for physical, psychological, and social environmental factors that affect student outcomes. The fourth chapter offers an analysis based on a review of empirical research, architectural literature, and educational reform literature to inductively develop a set of 27 design patterns. Two patterns based on environment-behavior research are highlighted--small schools and well-defined activity pockets. Chapter 5 discusses implications from the educational reform literature. The complete set of 27 patterns is presented in the sixth chapter. Chapter 7 presents an example that uses patterns to create a prototypical design for a new type of educational facility. The final chapter focuses on the earlier stages of the facility development process, those of feasibility and planning. A reconceptualization of an existing educational facility planning model is offered. A total of 42 figures and 1 table are included. (LMI)

ED 375 534 EC 303 370

Troccoli, Karen B.
Fetal Alcohol Syndrome: The Impact on Children's Ability To Learn. Occasional Paper #10.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- Jul 94
NOTE- 41p.; Produced in collaboration with the Children of Alcoholics Foundation.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Aptitude; Biological Influences; Change Strategies; Congenital Impairments; *Educational Strategies; Elementary Secondary Education; Environmental Influences; Family Programs; *Fetal Alcohol Syndrome; *Incidence; *Intervention; Misconceptions; Prenatal Influences; Preschool Education; *Prevention

This paper provides information on the incidence and prevalence of alcohol-related birth defects, the human and economic costs of fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE), and examples of prevention and intervention strategies that can help reduce the occurrence of and ameliorate the consequences of FAS/FAE. It discusses the interrelationship of biological and environmental factors in affecting vulnerability to exposure and the implications for educating children born with FAS/FAE from infancy through adulthood. Prevention and intervention strategies include changing the drinking behavior of pregnant women through education and intensive treatment, monitoring high-risk infants' developmental progress, providing early intervention for children with FAS/FAE, and helping families learn how to cope with the demands of raising a child with FAS/FAE. Recommendations offer action steps to combat FAS/FAE, including general recommendations, recommendations targeting women, and recommendations targeting children. The paper concludes that preventing FAS/FAE through public education and treatment of pregnant women for alcohol or other drug dependencies is needed, and until that is achieved, carefully structured intervention programs for children with FAS/FAE must be developed. The paper includes a discussion of 10 common misconceptions about FAS/FAE and a list of eight resources for additional information on FAS/FAE. (Contains approximately 50 references.) (JDD)

ED 375 612 FL 022 324

Diaz, Alicia; And Others
Never Too Early.
PUB DATE- Mar 94

NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994). Written by the preschool teachers at Instituto Crandon, Montevideo, Uruguay.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Policy; *English (Second Language); Foreign Countries; *Language Role; Preschool Children; Preschool Education; Private Schools; Program Descriptions; School Policy; Second Language Instruction; *Student Characteristics; Two Year Colleges; Young Children
IDENTIFIERS- Instituto Crandon (Uruguay); *Uruguay

The approach to English-as-a-Second-Language (ESL) instruction for preschool children at Instituto Crandon, a private elementary-secondary school in Uruguay is described. First, characteristics of Uruguay and its educational system are outlined, stressing the advantages of temperate physical environment and high literacy rate. Then background information on Institute Crandon, established as an American missionary school, is presented. English is taught at the school from preschool through junior college levels, and about 90 percent of students taking British and American language proficiency tests achieve passing marks. The current approach at the preschool level is to have an English-speaking teacher visit the classroom daily and, with the Spanish-speaking teacher, engage the children in critical and logical thinking activities in ways that foster participation, independence, and self-assurance but do not emphasize early production. A brief bibliography, video presentation script, and notes on program participants are appended. (MSE)

ED 375 653 FL 022 498

Whitcher, Anna
Connections between the First and Second Language in Oral and Written Expression: Spanish-English Bilinguals in the United States.
PUB DATE- May 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; *Code Switching (Language); Comparative Analysis; English (Second Language); *Interlanguage; *Language Attitudes; Language Dominance; *Oral Language; Spanish Speaking; *Transfer of Training; *Writing (Composition); Writing Instruction

A study investigated the ways in which the background of six Spanish-English bilinguals has affected their attitudes toward the two languages and the transfer of skills between first and second languages, especially as it might relate to writing instruction. A review of literature looks at studies of linguistic and social aspects of the Hispanic culture, oral language transfer, sociolinguistic factors in language acquisition, psycholinguistic issues in second-language written expression, and syntactic and semantic problems in Spanish-English bilinguals' written expression in English. The study itself involved taped guided interviews and translation exercises with six women, aged mid-teens to mid-forties. Profiles of each are presented. Analysis focuses on the subjects' expressed cultural identity conflicts, attitudes toward language-mixing, experiences with formal education in the two languages, and semantic and syntactic dissonance in oral and written production of the two languages. Separate analyses are presented for Spanish-dominant (n=2), English-dominant (n=2), and impartial bilingual (n=2) subjects. It is concluded that (1) while subjects seemed to use one language to help make meaning in another, this was not always through genuine code-switching, and (2) attitudes toward code-switching were based largely in upbringing. Appendix A presents the interview questions in Spanish and English. Appendixes B&B present the translation exercises and Appendix D shows the conceptual framework. Contains 26 references. (MSE)

ED 375 300 CE 067 464

Casto, R. Michael; And Others
Interprofessional Care and Collaborative Practice.
PUB DATE- 94
NOTE- 179p.; Developed by the Commission on Interprofessional
Education and Practice, Ohio State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Clergy; *Cooperation;
*Coordination; *Health Personnel; Helping Relationship; *Human
Services; Lawyers; Physicians; *Professional Personnel;
Professional Training; Social Workers; Teachers; *Teamwork

This book provides materials for those learning about the dynamics, techniques, and potential of interprofessional collaboration in health care and human services professions. Eight case studies thread their way through most chapters to unify and illustrate the text. Part 1 addresses the theoretical framework that forms the basis for interprofessional collaboration. It reviews basic assumptions, context for collaborative practice, research and literature, and the ways professionals enter their vocations. Part 2 presents both an overview and an in-depth discussion of group process. The history, basic assumptions, and essential elements of interprofessional teamwork are explored and integrated. Part 3 discusses methodologies for interprofessional practice. It considers models for collaboration, processes of interprofessional teamwork, and educational goals and methodologies and then describes and discusses interprofessional policy analysis. Part 4 provides case studies and selected codes of professional ethics. Related interprofessional activities for students, teachers, and professionals are suggested. They are designed to assist prospective teachers, clergy, social workers, physicians, lawyers, and other health and human service professionals in becoming more effective interprofessional practitioners. Part 5 presents a model program for interprofessional education and practice. A detailed review of the process of writing this book serves as a case study in interprofessional collaboration. (YLB)

ED 375 338 CG 025 599

Utesch, William E.

A Comparison of Clinical and Non-Clinical Samples Using the Concepts of: Individual Personality, Family Structure, Family of Origin Perception, Sexuality, and Adjustment/Adaptability To Determine Family Risk for Father Daughter Incest.

PUB DATE- 89
NOTE- 117p.; Doctoral Thesis, Purdue University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Abuse; Child Behavior; *Daughters; Family (Sociological Unit); Family Environment; *Family Problems; *Family Structure; *Fathers; *Incest; Parent Child Relationship; Personality Studies; Rape; Self Concept; *Sexual Abuse; Sexuality
IDENTIFIERS- *Family of Origin

Father-daughter incest is more traumatic than any other type of child-sexual molestation. This study examines some of the factors which may lead to father-daughter incest. The author divided 40 Caucasian couples into three groups: (1) clinical incest group; (2) clinical non-incest group (to control for clinical status); and (3) non-clinical group. Each couple answered a series of self-reporting questionnaires along with other information forms. The researcher examined 12 variables and correlated the results between the three test groups using a variety of statistical measures. When compared to the non-clinical groups, the clinical incest and clinical non-incest groups exhibited higher cross-generational triads, more father-child estrangements, more expressions of family conflict, and higher parent-child autonomy. Family members appeared distant and disconnected from one another and, as is typical in these kinds of families, children often moved inappropriately into an adult role by default, resulting in the children parenting themselves and their own parent(s). The researcher did not find any significant differences between the clinical-incest group and the clinical non-incest group. One possible explanation for this lack of significant differences could be that the 2 groups resemble each other on the 12 variables tested. (RJM)

ED 375 396 CS 214 500

Thompson, Gary; Wolff, Janice
All Literature Is Argument.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the Penn State Conference on
 Rhetoric and Composition (13th, University Park, PA, July 13-
 16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
 (120),Speeches, Conference Papers, "Papers Presented at..."
 (150)
DESCRIPTORS- Class Activities; Higher Education; *Ideology;
 *Literary Criticism; Rhetorical Criticism; Rhetorical Theory;
 Student Journals; Teacher Student Relationship
IDENTIFIERS- Aesthetic Reading; *Collaborative Teaching;
 Discourse; Essentialism; *Social Constructivism

In a collaborative effort in teaching literary analysis, two professors aimed to make the usually seamless act of reading visible and ideologically bound by emphasizing the constructed nature of interpretation. A course was pieced together that asked questions about literature, that assumed that both students and teachers are subjects constructed by and awash in ideologies. By foregrounding ideology, the course sought to demystify literature, to denaturalize the text. This departure from the more essentialized modes of teaching resulted in challenges from one professor to another. If one used the word "paradigm," the other demanded that he or she unpack it. Similarly, in their journals, the students, mostly non-majors, frustrated with the new way of teaching literature, found themselves, whether they realized it or not, asking questions about how a classroom is constructed. One student wrote in her journal: "I have never felt so completely helpless, clueless, and in the dark in a class before, as I do in this one." She felt that having two professors in the classroom was a "bit much." Her worry about dual leadership implies the interpellation of subjects in the classroom, the concern of who interpellates whom, who speaks from the subject position. These students were prepared to learn interpretations, not make them--that is, they brought a certain stock of cultural capital to class, i.e., that professors teach and students learn, that teachers are hired to give them the "right" readings of texts. (TB)

ED 375 415 CS 214 564

Davis, Charles N.

Scaling the Ivory Tower: State Public Records Laws and University Presidential Searches.

PUB DATE- Aug 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77h, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Selection; *College Presidents; *Freedom of Information; Higher Education; *Legal Problems; Mass Media Role; Search Committees (Personnel); *State Universities
IDENTIFIERS- Journalism Research; *Public Records

An important area of mass communication studies concerns legal limitations placed on public access to decisions made by state-funded organizations. Though all 50 states and the Congress have enacted statutes allowing public access to government records, universities in some states have won court battles to protect documents concerning presidential searches. In at least eight states there have been court battles over this issue. In the Harte-Hanks case in Texas, a court ruled that Texas A&M must release the names of all the applicants except the finalists. In a 1991 case, the Arizona Supreme Court ruled that Arizona State University must release the names of only those who were being seriously considered for the job; the other candidates could remain secret. Despite these inconsistencies, there is substantial agreement among the decisions, which demonstrates the difficulty applicants and university administrators have had in convincing the courts to close university presidential searches. The prevalent arguments--that applicants are exempted by either personnel matters or personal privacy exemptions--have not succeeded, and are not likely to succeed in other states. The challenges that public records law poses to university presidential searches demonstrate that the public's right to access to the search process outweighs the privacy interests of applicants. However, several states have enacted legislation closing search committee records. Legislative changes to state public record laws remain a significant threat. (Contains 83 notes.) (TB)

ED 375 434 CS 214 594

Haneline, Douglas
Developing a Multiperspective Viewpoint for Written Argumentation: The Case for Casebooks.
PUB DATE- Nov 94
NOTE- 5p.; Paper presented at the Spring Meeting of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Higher Education; *Student Needs; Writing Improvement
IDENTIFIERS- Basic Writers; *Casebooks; Discourse; Ferris State University MI

Students in a basic writing course at Ferris State University, an open-admissions, career-technical institution, are required to buy "The Family in America," a casebook in the Opposing Viewpoints Series. The book is suitable for a student who is struggling to write on a high school level and does not have the basic educational background to understand classic essays like, "A Modest Proposal" and "Politics of the English Language." When students complain, "I'm not interested in the family in America, the proper response (in more diplomatic terms, of course) is "What's your point?" From a teaching and work point of view, students need to learn that performance of a task and interest in it have no necessary relationship. On a strictly intellectual level, by the end of the semester, the students have learned, among other things, that: (1) regarding a particular issue, a conversation--a discourse--is always going on in academia; (2) an individual text does not have biblical status, it is just part of the conversation; and (3) to produce a good paper, writers need to see multiple parts of the conversation--the context. Casebooks can be adapted to a wide variety of teaching styles and writing courses and should be considered for use. (TB)

ED 375 474 EA 026 171

Wheelock, Anne
Alternatives To Tracking and Ability Grouping.
PUB DATE- 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Educational Opportunities; Elementary Secondary Education; *Grouping (Instructional Purposes); *Heterogeneous Grouping; *Student Placement; *Track System (Education)

A number of respected school systems are now seeking alternatives to tracking and ability grouping, alternatives that will ensure a better education for all students whatever their abilities. This handbook introduces practitioners to educators around the United States who are developing alternatives to harmful grouping practices. After a brief review of the roots of sorting practices and their impact on teaching and learning, the book describes features of classrooms and schools that have begun to use heterogeneous groupings and other innovative strategies. These features include high expectations for all, agreed-upon outcomes, coaching to help all students, innovative learning strategies for all, structures that support inclusive learning, and counseling for all students for success. The steps that schools may take to replace traditional grouping practices include developing school-based leadership and parental support, providing professional development, and support, creating districtwide commitment, planning for change, phasing in change, and developing supporting policies. In conclusion, schools that have started the untracking process have seen student achievement and self-esteem rise. Sufficient training and resources for teachers and staff is crucial for making for process work. Contains a glossary and nine references. (LMI)

ED 375 592 EC 303 432

Patti, Paul J.
Autistic Savant Calendar Calculators.
PUB DATE- Jun 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; *Cognitive Processes; *Computation; *Developmental Disabilities; Learning Strategies; Memorization; Problem Solving
IDENTIFIERS- *Calendar Calculation; Mental Computation; *Savants

This study identified 10 savants with developmental disabilities and an exceptional ability to calculate calendar dates. These "calendar calculators" were asked to demonstrate their abilities, and their strategies were analyzed. The study found that the ability to calculate dates into the past or future varied widely among these calculators. Three calculating strategies or approaches were evident. The simplest strategy involved using rote memory to recall specific dates and/or using memorized key dates as reference points. The second strategy made use of the repeated trends and rules governing the calendar; however the knowledge of "leap centuries" was absent. Two subjects used a third strategy which took into account leap centuries, and one of these subjects was able to correctly calculate dates into the far future and past. The calendar calculators were characterized by an exceptional memory, a compulsive and rigid handwriting style, and an ability to focus their attention. Cognitive limitations in understanding questions appeared to limit the calendar calculation abilities of some of the savants. (DB)

ED 375 633 FL 022 469

Christensen, Torkil
Large Classes and Their Influence on Language Teaching.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Attendance; *Classroom Techniques; *Class Size; Foreign Countries; Grading; Group Dynamics; Higher Education; Homework; Language Teachers; *Large Group Instruction; *Second Language Instruction; Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Hokusei Junior College (Japan); Japan

This paper discusses the nature and implications of problems that language teachers believe to exist in excessively large classes. A review of the literature on class size indicates three categories of problems, namely pedagogical, management, and affective. Pedagogical problems include: difficulties with speaking, reading, and writing tasks; difficulties with monitoring and providing feedback; problems in individualizing work; avoidance of tasks that are demanding to implement; difficulty getting around the classroom; and poor attention of students. Management problems include: correction of large numbers of essays in writing classes; difficulties with pair and group work; high noise levels; difficulties in attending to all students; discipline problems; and difficulties in returning homework and exams on time. Affective concerns include: difficulty in learning student names; impossibility of establishing good rapport with students; difficulty in attending to weaker students; difficulties in assessing student interests and moods; and teacher boredom with pair and group work. Methods to combat these difficulties are discussed, centering on listening practice in the target language. Teacher-provided listening practice can serve as a structure upon which other activities can be built. (MDM)

ED 375 673 FL 022 529

Kuha, Mai
Locatives in Kpelle.
PUB DATE- 26 Mar 94
NOTE- 14p.; Paper presented at Annual Conference on African Linguistics (March 26, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; *Contrastive Linguistics; *Descriptive Linguistics; *English; Language Universals; Language Usage; Language Variation; Nouns; Uncommonly Taught Languages
IDENTIFIERS- *Kpelle; *Locatives

This paper examines the differences between locative expressions in Kpelle and English, based on the dialect of one native speaker of Kpelle. It discusses the crucial role of the reference object in defining the meaning of locatives in Kpelle, in contrast to English, where the characteristics of the object to be located are less important. An explanation for this asymmetry in Kpelle can be found in the fact that the locatives are actually nouns whose referent are regions of the reference object. From a broader perspective, a study of cross-linguistic variation in spatial language is a necessary step in describing the truly universal aspects of locative expressions. (MDM)

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Finkel, Susan Kolker; Olswang, Steven G.
Impediments to Tenure for Female Assistant Professors. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Faculty College Relationship; *Faculty Promotion; Faculty Publishing; Faculty Workload; Family Size; Higher Education; *Nontenured Faculty; Research Universities; Sex Bias; Sex Discrimination; Sex Role; Sexual Harassment; *Teacher Attitudes; *Tenure; *Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; *Glass Ceiling

In an effort to understand the persistent lack of representation of females in senior ranks at top research universities this study examined the attitudes of female assistant professors toward 14 possible impediments to their gaining tenure. Subjects were tenure-track assistant professors in a large, public research university where women are found less frequently in the senior ranks and more often in junior ranks. Of 189 surveys distributed, 124 were returned (66 percent return rate). Over 44 percent of participants had no children and 49 percent acknowledged that they had postponed having a child. Results revealed that child rearing most significantly affects women's chances to gain tenure with over 40 percent of respondents reporting that "time required by children" is a serious impediment to receiving tenure. These results were even more significant for women with children 5 years old or younger, 80 percent of whom reported that time with children was a serious impediment to obtaining tenure. A large number of women reported that they plan to remain childless because of their careers. The majority of female assistant professors who have postponed or decided not to have children reported that they are less satisfied with their work. Sexual harassment and sexism were perceived by fewer respondents as serious impediments to obtaining tenure. The report proposes greater flexibility in the timing of the tenure decision. (Contains 28 references.) (JB)

ED 375 730 HE 027 814

McDonough, Patricia M.; And Others
Competitive Advantage for Sale: Private College Counselors and the Students Who Use Them. ASHE Annual Meeting Paper.
PUB DATE- Oct 94
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admissions Counseling; College Admission; College Applicants; *College Bound Students; *College Choice; College Students; *Consultants; Counseling Services; *Counselor Characteristics; Counselor Client Relationship; Counselor Qualifications; Counselor Role; Counselor Training; Educational Counseling; Higher Education; Privatization; Student Characteristics
IDENTIFIERS- *ASHE Annual Meeting; *Independent Educational Consultants

This study examined characteristics of independent educational consultants, who provide a new and rapidly growing service, as well as characteristics of their clients who use these consultants in their college search process. The study used data from the Consultant Survey, which was mailed to 317 independent educational consultants of whom 157 returned surveys. The study also used data from the Student Survey, a large national survey of first-time freshmen with a total 1993 sample of 296,828 freshmen from over 600 institutions. Of these, nearly 3 percent (n=8,029) had used a private consultant. Analysis of the consultant data found that consultants: are mostly white and female; most have masters degrees; have high school or college work experience (though only 15 percent have worked in college admissions); are located in the Northeast, California, or the Midwest; visit a college campus about every 6 days; and charge by units of service. A college counseling package cost an average of $950, and the consultants' average hourly charge was $86. Data on consultants' clients indicate that they: tend to be advice seekers; usually come from privileged families; are usually white and female; more often attend private high schools; and tend to file more than five college applications. Predictors of consultant service use were father's career, having had remedial work in math, and parents' marital status (students with widowed or divorced parents were more likely to seek consultant services). Includes 10 tables. (Contains 14 references.) (JB)

ED 375 749 HE 027 844

Voices of America for Higher Education. Numbers 1-12.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accountability; Community Colleges; Cultural Pluralism; Demography; *Economic Factors; *Educational Change; Educational Trends; *Futures (of Society); *Higher Education; Leadership; Outreach Programs; Student Characteristics; Universities
IDENTIFIERS- *United States (South)

A diverse group of individuals was asked to prepare brief commentaries on the condition of higher education, its contribution to the economic and social development of southern U.S., and its need for reform. The 12 resultant essays, each printed seperately, and gathered together in this collection: "Higher Education: A Prized Asset in Need of Change" (Gerald L. Baliles); "Higher Education: Passport to the American Dream" (Bob Edwards); "Higher Education and the New Economy" (Johnnetta B. Cole); "Customer-Driven Accountability in Higher Education" (James R. Mingle); "Higher Education: The Future in Miniature" (John T. Hartley); "The Practical Value of Higher Education" (Sally Clausen); "Promise and Challenge: The New Demographics of Higher Education" (William H. Gray III); "Charting Higher Education's New Realities" (George W. Johnson); "The Community College's Open Door" (Mary D. Thornley); "Listening to Higher Education's Different Voices" (Pat Gray); "Successful Universities Reach Out to Students" (Bill Hobby); and "Restoring Higher Education's Leadership Role" (Dorothy S. Ridings). (JDD)

ED 375 769 HE 027 868

Silver, Harold; Williams, Ruth
Using External Examiners: A Report to Open University Validation Services, Its Accredited and Credit-Rated Institutions.
PUB DATE- Sep 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); *Evaluators; Foreign Countries; Higher Education; *Institutional Evaluation; *Open Universities; *Quality Control
IDENTIFIERS- Great Britain; *Open University (Great Britain)

This project investigated the use of external examiners by institutions accredited by the Open University Validation Services (OUVS) in England. The investigation involved visiting 18 accredited institutions and interviewing 10 external examiners. The study found widespread approval of the contribution made by external examiners. Reasons given for the support included: emphasis on justice and standards, comparability, validity, consistency, guarantee of quality to students, externality, advice, reassurance, "protection against ourselves," staff development, and the examiner's role as "critical friend." Concerns included institutional expectations, the workload of external examiners, recruitment of external examiners, remuneration, standards, and reports. Other issues discussed in the use of external examiners include documentation of their duties, training, the examiners' role and period of tenure, examiners' meeting with students, and fees. Issues involved with credit-rated institutions are also noted. Eighteen recommendations are offered. An appendix contains a list of visits made. Other Quality Support Center publications are listed. (JDD)

ED 375 789 HE 027 888

Ruppert, Sandra S., Ed.
Charting Higher Education Accountability: A Sourcebook on State-Level Performance Indicators.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Jun 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Case Studies; *College Outcomes Assessment; *Educational Policy; *Educational Quality; Higher Education; *Measurement Techniques; Models; Standards; *State Government
IDENTIFIERS- *Performance Indicators

To gain a better understanding of how performance indicators can contribute to state policy and improve higher education accountability, this project traced the experiences of 10 states that have instituted various types of accountability programs based on performance indicators. Case studies and accompanying analytical essays describe and evaluate current policy and practice across the 10 states. The states include Colorado, Florida, Illinois, Kentucky, New York, South Carolina, Tennessee, Texas, Virginia, and Wisconsin. The first essay, "Pointing the Way: Indicators as Policy Tools in Higher Education" (Peter T. Ewell and Dennis P. Jones), defines performance indicators, explains the reasons why states are interested in them, and offers insights into the rationale behind them. "Effectiveness in Undergraduate Education: An Analysis of State Quality Indicators" (Richard C. Richardson, Jr.) employs two classification models of performance indicator development: an input/output/outcome model and a quality definition model. "Developing Statewide Performance Indicators for Higher Education: Policy Themes and Variations" (Peter T. Ewell) emphasizes that indicators must be seen as a tool to shape the future, not a collection of statistics to report the past. The report is intended to contribute to the debates currently engaging public officials and institutions of higher education over the issue of reporting performance. (Two essays contain references.) (JDD)

ED 375 808 IR 016 861

Benson, Gregory M., Jr.

SUNY/K-12 Learning Technology Partnerships for Enhancing Educational Opportunities in Schools and Homes.

PUB DATE- Nov 94

NOTE- 38p.; Appendix B, a news release from the Computer Curriculum Corporation contains filled print.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Assisted Instruction; Computer Networks; *Distance Education; *Educational Cooperation; *Educational Technology; Educational Television; Elementary Secondary Education; Higher Education; *Instructional Innovation; *Integrated Learning Systems; Mathematics Instruction; Multimedia Instruction; *Partnerships in Education; Research and Development; State Programs; Teacher Education

The purpose of this paper is twofold. First, it provides the background to and describes the evolution of a major State University of New York (SUNY) research and development effort to create and demonstrate a unique model of learning which delivers interactive, multimedia mathematics curriculum to learners in their homes. This model was developed with support from the U.S. Department of Education, SUNY, the Syracuse City School District, New York City Districts #5 and #12, Adelphia Cable, Cablevision, and Instructional Systems, Inc. This model involved teaching mathematics through the use of cable television and computer assisted instruction (CAI). Second, the paper describes a number of other recent SUNY efforts to forge cooperative efforts between SUNY campuses and K-12 schools to shape and apply learning technologies in support of student instruction and teacher training in local schools, workplaces, and homes. The projects described are: distance learning efforts; "Regents Review Live," a series of 2-hour review courses to help students prepare for New York State Regents exams; and satellite-delivered professional development for both preservice and inservice teachers. It is also noted that SUNY Central played a major role in the creation of the Great Lakes Collaborative, a three-state network of 81 schools connected via Internet. Contains five figures and three appendixes. (Autho: /JLB)

ED 375 827 IR 016 903

Sullivan, Gary E.

The Impact of Student Thinking Journals and Generic Problem Solving Software on Problem Solving Performance.

PUB DATE- Apr 94

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Grade 4; Intermediate Grades; *Journal Writing; Metacognition; Pretests Posttests; *Problem Solving; Thinking Skills; *Transfer of Training

This study examined the effects of specially designed thinking journal activities that have been attributed with encouraging reflective thinking, on instruction using generic, or content-free, problem solving software. Sixty-three fourth grade students participated in four instructional sessions using the software package called "Moptown Hotel." Students completed separate posttests that measure (1) performance on problems of the same kind as those used in instruction, and (2) the transfer of skills to other kinds of problems. Scores of students who wrote thinking journals prior to testing were compared with scores of students who did not. Results indicated that students who wrote thinking journals performed the same as students who did not when tested on problems similar to those practiced in class. Tests in which students transferred their skills to word problems, however, produced significant differences: those who wrote thinking journals scored higher on tests of problem solving transfer than those who did not. The study also examined the relationship between the degree of metacognitive thought displayed in students' journal entries and their measured problem solving ability. Results indicate that students who had higher average reflectivity scores also had higher average problem solving performance and transfer scores. It was concluded that under the right conditions and for the right kinds of problems, thinking journal writing can help students understand their own thinking processes, resulting in improved problem solving behavior. (Contains 79 references.) (Author/JLB)

ED 375 847 IR 055 244

Footloose: The 1994 Iowa Summer Library Program.

PUB DATE- 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; Library Associations; Library Role; *Library Services; Publicity; *Public Libraries; *Reading Programs; State Libraries; State Programs; Story Reading; Story Telling; *Summer Programs; Vacation Programs
IDENTIFIERS- Iowa; Story Boards

This document is the 1994 manual for the Iowa Summer Library Program. The 1994 theme will take children and librarians on adventures and journeys featuring the following themes and subtopics: shoes, feet, socks, giants and giant steps, nature trails, dancing, movement, travel and vacation trips, and fairy tale adventures, especially those that feature shoes, feet, and journeys. This manual is provided by the State Library of Iowa to Iowan public libraries. The manual consists of the following sections: (1) planning, which includes a planning timetable and program planning guide; (2) publicity, promotion, and reading incentives, which contains ideas for promoting the program; (3) displays and bulletin boards, which contains ideas for decorations; (4) programs, which provides sample programs with suggested levels from preschool through young adult programming; (5) crafts; (6) games and movement activities; (7) activity pages; (8) bibliography; (9) clip art; and (10) evaluation. (JLB)

ED 375 867 JC 940 528

Ast, Harley J.
Rural Bridging Program for Southeast Regional College. Program Description and Final Report.

PUB DATE- Jun 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Students; *Adult Vocational Education; Community Colleges; Cooperative Programs; *Employment Programs; *Job Training; Program Descriptions; Program Effectiveness; *Rural Areas; Two Year Colleges
IDENTIFIERS- Southeast Regional College SK

Southeast Regional College's Rural Bridging Program was developed to provided unemployed men and women with a variety of learning experiences designed to prepare them for employment or further education. Specifically, the 24-week program assisted participants in identifying personal attributes and needs related to career development; exploring new career and educational options in a changing labor market; and acquiring on-the-job training skills which are needed in the market place. Participants progressed through phases focusing on pre-employment and life skills (e.g., self-image, work attitudes, goal setting, and realistic expectations); microcomputer training; work experience; job search; and job placement. The program's 12 participants came from diverse backgrounds in terms of education, work experience, age, and skill levels. Three participants withdrew from the program, and two were replaced. The remaining 11 participants completed the program, and it is anticipated that 8 participants will continue working after the program ends, 2 will return to school, and 1 will continue his job search. Evaluation data were solicited from both the students and the workplace hosts throughout the program, and responses were generally favorable. It was recommended that the program be delivered in another rural location in fall/winter 1994-95. (KP)

ED 375 885 JC 940 601

Community College Student Experiences Questionnaire. Assessment Report #92-1.

PUB DATE- 24 Sep 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Community Colleges; *Educational Experience; Females; Males; Minority Groups; Participant Satisfaction; *Student Attitudes; *Student Behavior; Student Characteristics; Student Educational Objectives; *Student Experience; Two Year Colleges; *Two Year College Students; Use Studies
IDENTIFIERS- South Central Community College CT

During 1991-92, South Central Community College (SCCC), in Connecticut, administered student experience questionnaires to 600 students who were to graduate in June 1991 or were enrolled in fall 1991 and spring 1992 credit courses. The questionnaire sought information on student background, program of study, courses taken, activities, perceptions of the campus environment, and estimate of gains. An analysis of survey results, based on 208 usable responses, indicated the following: (1) respondents were 28% male and 72% female, roughly matching the student body; (2) African-American and Hispanic respondents comprised 31.1%, slightly more than their percentage of college-wide enrollment, while Whites comprised 65.8%, less than in the total enrollment; (3) one quarter of the respondents (25.5%) reported that they were not working, while 46% were working 30 hours a week or less; (4) of those working, 41% said that the job did not interfere with school work; (5) 71.3% were working toward an Associate Degree, 69.7% planned to transfer, and 36% were enrolled in occupational programs; (6) with respect to class related activities, 65.8% indicated that they summarized major points in class or readings and 62.1% that they often participated in class discussions; (7) 45.9% indicated that they often used the library as a quiet place; (8) more than 45% indicated they never have serious discussions with foreign students or students with different political opinions or religious beliefs; (9) 43.7% stated that they had gained some information about career opportunities at SCCC; (10) 68.7% said that they had gained very little with respect to speaking another language; and (11) 68.9% indicated that they would attend South Central again. (KP)

ED 375 903 JC 940 620

Goals and Objectives, 1993 and 1994. Final Report.
PUB DATE- Sep 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Articulation (Education); Community Colleges; Drug Education; Institutional Mission; *Organizational Objectives; *Public Relations; *State Boards of Education; *Statewide Planning; Telecommunications; Two Year Colleges; Vocational Education
IDENTIFIERS- Illinois Community College Board; *Illinois Community College System

In addition to its routine responsibilities, the Illinois Community College Board (ICCB) has identified special goal areas based on issues of high priority for the Illinois Community College System (ICCS) related to the Board's mission and philosophy. For 1993 and 1994, eight goals were identified: (1) accountability, i.e., to document the performance and effectiveness of the state's community colleges; (2) articulation, i.e., to initiate activities that facilitate successful transition for students from high schools to community colleges and from community colleges to universities; (3) grants and contracts, i.e., to secure state, federal, and private sector grants and contracts to provide enhanced funding for ICCB and ICCS initiatives; (4) legislative advocacy and public relations, i.e., to promote the ICCS as a cost-effective, accountable system of higher education and to foster effective relations with state and federal governments; (5) substance abuse prevention and education, i.e., to provide leadership to the ICCS in identifying and developing substance abuse prevention and education initiatives on campuses and in local communities; (6) telecommunications, i.e., to promote the use of telecommunications technology in the ICCS; (7) teaching and learning, i.e., to focus statewide attention on the critical areas of teaching and learning and to assist colleges in marketing teaching and learning excellence as the hallmark of community colleges; and (8) workforce preparation, i.e., to enhance the effectiveness of the ICCS as a leader in the preparation of a competitive workforce and to assist the ICCS in marketing workforce development efforts. This report provides an overview of each of the goals, related objectives, activities, timelines, staff assignments, and outcomes for 1993 and 1994. (KP)

ED 375 921 PS 022 334

Sorensen, Elaine Shaw
Children's Stress and Coping: A Family Perspective.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Children; Childrens Art; *Coping; Diaries; *Emotional Response; Family (Sociological Unit); Journal Writing; Parents; Persistence; Research Methodology; *Stress Management; *Stress Variables; *Well Being
IDENTIFIERS- Childrens Drawings; *Perspective (Psychology); *Stress Resistance

This work explores theoretical and methodological issues related to the study of children and families in general, and to stress-coping phenomena from the child's perspective in particular. It challenges traditional deference to adult assessment by drawing data from both parents and children, revealing significant contrasts between the two. Through open-ended, qualitative measures of children's diaries and drawings, the book offers a glimpse into the inner world of the child and gives scholarly expression to the fact that children can, and readily will, articulate needs and perceptions if given an appropriate vehicle. Chapter 1 reviews various perspectives for the study of stress-coping phenomena. Chapter 2 carries the foundation of the individual's perspective further into family study, reflecting a family perspective on families. Chapter 3 reviews concepts of stress-coping phenomena specifically among children, reflecting the children's perspective on children. Chapter 4 reports on a study of daily stressors, coping responses, and mediating resources as actually experienced and reported in daily journals by a group of 42 healthy school-age children and their parents. Chapter 5 describes the value of the children's spontaneous art work in the journals as enriching, qualitative, descriptive data. Chapter 6 reviews the meaning for research and clinical practice of the literature analyses of chapters 1 through 3 and the actual data reported in chapters 4 and 5. Contains over 450 references.(TJQ)

ED 375 941 PS 022 604

Inselberg, Rachel; And Others
Occipital Rhythmic Activity and Other Developmental Measures of Infants from High and Low Socioeconomic Groups.
SPONS. AGENCY- Western Michigan Univ., Kalamazoo.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; Electroencephalography; *Environmental Influences; *Individual Development; *Infants; Mothers; *Parent Child Relationship; Poverty; Social Development; *Socioeconomic Influences; Television Viewing; Whites
IDENTIFIERS- *Brain Activity

This study sought to determine whether differences existed between infants from low socioeconomic status (SES) families and those from high SES families in the occipital rhythmic activity of the brain, as recorded in their electroencephalograms (EEGs), as well as in other developmental measures. Ten low SES white infants and 10 high SES white infants given EEGs at age 3, 6, and 12 months did not show differences in the occipital rhythmic activity, suggesting comparable neurological functioning between groups. Three measures of infant development were administered at varying intervals between 1 and 18 months. No significant differences between the 2 groups were found until age 12 months. At 12 months, the low SES infants scored lower than the high SES infants in personal-social and adaptive development and, at 18 months, they lagged behind the high SES infants in mental development and language comprehension. Observations of the infants' home environments found that the low SES group was exposed to more television and experienced less maternal responsivity than the high SES group. (Contains 18 references.) (MDM)

ED 375 962 PS 022 776

A Parent's Guide to Child Care.
PUB DATE- Apr 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; *Child Caregivers; *Day Care; *Day Care Centers; Employed Parents; Employer Supported Day Care; Evaluation Criteria; Family Day Care; Preschool Education; School Age Day Care; *State Aid; State Standards
IDENTIFIERS- *Day Care Selection; *Oregon

This booklet is designed to guide parents in finding appropriate child care for their children. It is divided in two main sections. The first part describes two Adult and Family Services (AFS) child care funding programs in the state of Oregon: (1) Aid to Dependent Children (ADC); and (2) Employment-Related Day Care (ERDC). Both programs cover expenses related to child care and inspect the appropriateness of the proposed child care provider for qualifying families. Under ADC, child care expenses are paid at a level needed for a parent to keep his or her job. ERDC covers a portion of child care expenses; in addition, a limited number of student-parents can qualify for AFS child care funding needed to continue school. This part of the report also describes the application process for approval in the programs, and provides a list of AFS child care rates. The second part of the booklet provides tips for finding good and steady child care, noting that careful and organized examination of potential child care providers forms the basis for making the right choice. Child care centers, family child care homes, group homes, preschool and Head Start, and before- and after-school care are some of the options offered. The standards they should meet, in areas including health and safety, quality of environment, and provider experience and cooperation, are also described. The report concludes with information on relevant Oregon State agencies, as well as a list of Child Care Resource and Referral services, listed by county. (AA)

ED 375 981 PS 022 845

St. James-Roberts, Ian, Ed.; And Others
Infant Crying, Feeding and Sleeping: Development, Problems and Treatments.
PUB DATE- 93
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Development; Child Psychology; *Crying; Developmental Psychology; *Infant Behavior; *Infants; Nutrition; *Sleep
IDENTIFIERS- *Feeding Problems; *Infant Feeding

This book is the result of efforts by an expert study group, set up by the Association for Child Psychology and Psychiatry, to examine the relationships between infant crying, sleeping, and feeding problems, and to shed light on the developmental and regulatory mechanisms involved. It brings together research from a variety of professional disciplines. Following an introduction, the three sections examine crying, feeding, and sleeping, respectively. The chapters are: (1) "Infant Crying: Normal Development and Persistent Crying" (Ian St. James-Roberts); (2) "Explanations of Persistent Infant Crying" (Ian St. James-Roberts); (3) "The Treatment of Problem Crying Behaviour" (Dieter Wolke); (4) "The Infant's Regulation of Nutritional Intake" (R.F. Drewett); (5) "Mothers' Ideas about Feeding in Early Infancy" (Peter Wright); (6) "Feeding Problems and Their Treatment" (Gillian Harris); (7) "The Physiology of Sleep in Infants and Young Children" (Zenobia Zaiwalla and Alan Stein); (8) "The Development of Sleeping Difficulties" (David Messer and Martin Richards); (9) "Sleep Disturbance in Children and its Relationship to Non-sleep Behaviour Problems" (Jim Stevenson); (10) "The Treatment of Sleeping Difficulties" (David Messer); and (11) "An Overview of Infant Crying, Feeding and Sleeping Problems" (David Messer and others). The book includes an index. (AS)

ED 375 999 RC 019 834

King, Joel; And Others
Preparing Rural Special Educators. Report on the Rural Special Educator Project.

PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; Higher Education; Mentors; Program Evaluation; Questionnaires; *Rural Education; Special Education; *Special Education Teachers; Student Attitudes; Teacher Aides; Teacher Attitudes; *Teacher Education Programs; *Teacher Shortage
IDENTIFIERS- *Maine; University of Maine

This report evaluates a program developed to address the shortage of qualified special education teachers in rural school districts in Maine. The goal of the program is to offer accessible special education training at the baccalaureate degree level to transitionally and conditionally certified special education teachers and to educational technicians who assist in special education clssrooms. Course work is based on the curriculum of the special education degree at the University of Maine at Farmington and includes on-campus summer classes and distance education classes offered through the interactive television system, a two-way audio, one-way video system that broadcasts to approximately 90 sites throughout the state. In addition, teacher-mentors in participating schools received training in the supervision of student practica and on current issues in special education. Trained mentors evaluated the program positively and disclosed that training helped clarify their function and provided skills necessary for their roles as mentors. Student evaluations of the program viewed the use of distance learning favorably. Additionally, students responded positively to questions evaluating planning, the learning environment, tests, and assignments. Students indicated they believed that courses were of comparable difficulty to others they had taken. More than 77 percent of students received a grade of B or better, and no one received a grade lower than C plus. Included are tables summarizing responses to mentor training workshops and student evaluations; descriptive information on course participants; reported grades from courses; student profile questionnaire; student course evaluation; and program questionnaire. (LP)

ED 376 016 RC 019 869

Dropout Prevention & Attrition Rates. IDRA Focus.
PUB DATE- Oct 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Databases; *Dropout Prevention; Dropout Programs; Dropout Rate; Elementary Secondary Education; *Females; *Hispanic Americans; Minority Groups; *Potential Dropouts; *Student Attrition
IDENTIFIERS- Coca Cola Valued Youth Program; *Texas; Texas Assessment of Academic Skills

This newsletter contains six articles focusing on dropouts, potential dropouts, dropout rates, and dropout prevention, particularly in Texas and among Hispanics and other minority groups. "Improving Student Performance: Study Identifies Better Approach" (Maria Robledo Montecel, Josie Danini Supik, and Jose A. Cardenas) correlates student performance on the Texas Assessment of Academic Skills with student and school characteristics. "The Coca-Cola Valued Youth Program: An Idea That Works" (Josie Danini Supik) describes the program's beginnings in San Antonio, its success in lowering dropout rates, and 10 factors contributing to that success. "Hispanic Dropouts: Report by General Accounting Office Has Problems" (Jose A. Cardenas) criticizes a 1994 GAO study for attributing dropouts to "deficits" of Hispanic students and their families rather than to poor performance by schools. "Attrition Rates Are Going Up: Texas Rates Higher Than National Average" (Roy Johnson) provides 1992-93 public high school attrition rates for Texas counties, by race/ethnicity, and compares them to national data and data from previous years. "Invisible Girls: The Other Half of America's Dropout Problem" (Anna De Luna) examines unique reasons that girls leave school and do not return, and lists successful retention strategies. "Innovative Technology Supports 'Prevention and Recovery of Student Dropouts' Collection" (Felix Montes) describes a secondary library system (SELIS) for organizational collections (in the case discussed, a collection of materials on dropout prevention and recovery). SELIS is a database system that allows user-friendly searches. (SV)

ED 376 038 SE 054 738

Woods, Martha P.
Secret of Lake Phelps. Pettigrew State Park: An Environmental Education Learning Experience Designed for Grades 5-7.
PUB DATE- Feb 94
NOTE- 59p.; For related guides, see SE 054 736-744 and SE 054 746.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Cataloging; Environmental Education; *Equipment; Grade 5; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Parks; *Research Methodology; Science Activities; Science Education
IDENTIFIERS- *Algonquin (Tribe); Environmental Awareness; Hands On Experience; Mountains; Native Americans; *North Carolina State Parks System

This activity guide, developed to provide hands-on environmental education activities geared to Pettigrew State Park in North Carolina, is targeted for grades 5, 6, and 7 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are: archeology, Carolina Algonkian Indians, preservation of cultural resources, research methods, and protection. Includes a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about the Pettigrew State Park and Native Americans of Eastern North Carolina. An appendix contains a reference guide to projectiles points and ceramic vessels found at Lake Phelps. (MKR)

ED 376 061 SE 055 142

Andrews, Lori; Andrews, Steve
K-2 at the Zoo.
PUB DATE- 91
NOTE- 74p.; Some illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Animal Behavior; *Animals; *Endangered Species; Environmental Education; Field Trips; Interdisciplinary Approach; Learning Activities; Primary Education; Teaching Guides; Zoology; *Zoos
IDENTIFIERS- *Biological Adaptations; Camouflage

This packet is designed to help teachers maximize a zoo visit for children ages 5 to 7. The packet provides activities for use before, during, and after the zoo visit. Activities are provided to enhance student skills in language arts, reading, art, science, and math, and are correlated to the Oregon Essentials Learning Skills Common Curriculum Goals which can be found in an appendix to the guide. The packet is divided into seven units, each corresponding to a different exhibit area in the zoo. Each unit includes background information, goals and objectives, instructions for activities, teacher reproducible student handouts, and volunteer chaperone pages. Units one and two introduce the concepts of camouflage and endangered species and are recommended for use as the unifying core activities of the visit. Units are divided into Pre-Field Trip, At the Zoo, and Post Field-Trip Activities. Unit themes are: (1) camouflage (big cats); (2) endangered species (bears); (3) penguins; (4) primates; (5) elephants; (6) Africa (dry riverbed theme); and (7) Alaska. (LZ)

ED 376 084 SE 055 429

Eyes Open! Hands On! Using Video as a Catalyst for Learning. Elementary/Middle School Science.

PUB DATE- 93
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Television; Elementary Education; *Inservice Teacher Education; Mathematics Education; *Science Instruction; *Technology Education; *Telecommunications; *Videodisks
IDENTIFIERS- *Hands on Science

In order to ensure that American students are technologically functional, teachers and others concerned must provide students with the environment necessary to maximize learning in the area of science and technology. Recognizing a critical need for teacher training, innovative strategies, and materials for integrating technology into the classroom, Thirteen/WNET'S Educational Resources Center created the National Teacher Training Institute for Science, Math, and Technology (NTTI). The Institute's primary goal is to train educators to creatively and effectively use public television's wealth of instructional television programming and telecommunications resources to engage and inform their students. Each year the Institute kicks off a two-day workshop for 250 local educators from grades K-12. In addition to the training received teachers return to school with a series of video-based lessons and effective strategies for integrating technology into their curriculum. This document contains tips on how to use instructional video to create numerous lessons that allow students to be active learners. The video engages students in scientific exploration and stimulates hands-on experimentation. (ZWH)

ED 376 102 SO 024 475

King, Lisa
The Origins of the Cold War: A Unit of Study for Grades 9-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Foreign Policy; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *History Instruction; *International Relations; *Modern History; *Policy Formation; Primary Sources
IDENTIFIERS- *Cold War; *USSR

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. The events of 1945 are regarded widely as a turning point in 20th century history, a point when the United States unequivocally took its place as a world power, at a time when Americans had a strong but war-oriented economy and a long standing suspicion of Europeans in general. Based on primary sources, this unit explores the decisions of key policymakers at this crucial moment in modern history. The unit contains three lessons dealing with U.S. foreign policy from 1945 to 1950 including the outbreak of the Korean War. The first lesson plan is on the atomic bomb and its effect on international relations. In this lesson students analyze three U.S. arguments on possible use of the atomic bomb and define and discuss the idea of "atomic diplomacy" on post-World War II relations between the United States and the Soviet Union. In the second lesson plan the policy of containment is defined and arguments are presented both for and against its adoption by the United States. The third lesson deals with the practice of containment. In it students analyze how the policy was put into practice by the United States; identify and define actions that exemplify the containment policy; define and analyze the Soviet perspective on the American policy of containment; and use the Korean conflict as an example of the containment policy in action. (Author/DK)

ED 376 120 SP 035 503

Tirri, Kirsi; Tirri, Henry
Applying Teacher Effectiveness Models in International, Cross-Cultural Contexts: A Case Study.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Comparative Education; *Cross Cultural Studies; Cultural Context; *Cultural Differences; Elementary Secondary Education; Foreign Countries; Higher Education; International Studies; Teacher Characteristics; Teacher Education; *Teacher Effectiveness; *Teaching Models
IDENTIFIERS- *Developmental Teacher Evaluation Kit; *Finland; Indiana; Texas; United States

This study investigated the problem of applying a single model in international cross-cultural studies of effective classroom teaching. The context of the social-efficiency tradition was used as a framework for understanding how teacher education is reflected in actual teaching behaviors. The model chosen for study was the Developmental Teacher Evaluation Kit, developed by B. Harris and J. Hill, which is a six-component model based on American teaching effectiveness research. Its international applicability as a model of the basic skills used in effective teaching was conducted. U.S. teachers (N=167) from Indiana and Texas, and Finnish teachers (N=172) from 2 different areas were presented with 95 behavior statements in 6 performance areas (businesslike, friendly, verbally interactive, stimulating, individually oriented, and multimedia integrative) and were asked to evaluate their classroom behaviors against the described behaviors. U.S. data matched on five of the components, all except verbally interactive, while Finnish data matched on only two components--multimedia integrative and businesslike. Data show that the model is biased with respect to the different teacher education traditions, and it fits better the data from the tradition within which it was developed. (Contains 35 references.) (JDD)

ED 376 139 SP 035 536

Sumsion, Jennifer

Empowering Beginning Student Teachers: Implications for Teacher Educators.

PUB DATE- Jul 94
NOTE- 20p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Early Childhood Education; Foreign Countries; Higher Education; Personal Autonomy; *Preservice Teacher Education; *Professional Development; *Student Development; *Student Responsibility; Student Teacher Attitudes; *Student Teachers; Teacher Education Programs; Teacher Educators; Teacher Responsibility
IDENTIFIERS- Macquarie University (Australia); *Teacher Empowerment

Empowerment implies that student teachers become more confident and autonomous learners, with more responsibility for, and control over, their learning. Traditionally, student teachers have been a disempowered group, as teacher educators have tended to emphasize the voice of experts rather than novices and the voice of theory rather than practice. Twelve student teachers in the Bachelor of Education (Early Childhood) program at Macquarie University (New South Wales, Australia) described reactions to the first year of their preservice program. Reactions were analyzed using M. Belenky et al.'s metaphor of voice as an indicator of empowerment, with five broad epistemological perspectives: silence (denial of voice), received knowledge (reliance on voices of external authorities), subjective knowledge (tuning into one's intuitive voice), procedural knowledge (faith in the voice of reason), and constructed knowledge (integration of voices). The voices of the student teachers varied enormously in their perception of their ability to take responsibility for their learning. These voices must be heard. Yet, simply listening will not be enough. Teacher educators must reconsider their practices in light of what student teachers are saying. Unless teacher educators are prepared to reconceptualize their roles and expectations, there is little likelihood that preservice programs will lead to development of autonomous, empowered, and reflective student teachers able to cope with the complexities of teaching. (Contains 34 references.) (JDD)

ED 376 158 SP 035 580

Olszewski, William; Maury, Kathleen
The Hidden Cost of Education: A Study of the Out of Pocket Annual Financial Expenditures of Teachers.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Costs; Educational Change; *Elementary School Teachers; Elementary Secondary Education; *Expenditures; Financial Support; Instructional Materials; School Funds; *Secondary School Teachers; Surveys; *Teacher Behavior; Teacher Responsibility; *Teacher Salaries
IDENTIFIERS- *Minnesota; *Spending Patterns

Faced with dwindling financial resources and increasing instructional and administrative responsibilities, teachers continue to spend considerable amounts of their own money on their classrooms. A survey seeking information about out-of-pocket expenditures on behalf of their teaching was conducted in south central Minnesota. Although the sample was not random, it represented a diverse population of teachers (N=907), including teachers from all pre-college levels and varied experience categories. Results indicated an average expenditure of $492 per year per respondent. Narrative comments by teachers revealed that this figure did not include tuition, conferences, and workshops intended to improve teaching. These dollars were spent directly for the classroom and allied instruction. These results suggest that approximately $23,000,000 may be spent by Minnesota teachers alone each year, and that nationally billions of dollars may represent teachers' out-of-pocket expenditures for their classrooms. Three appendixes provide the cover letter distributed to 2,617 classroom teachers; the survey instrument with numerical results; and qualitative results. (LL)

ED 375 750 HE 027 849

Aper, Jeffery P.
An Investigation of the Relationship between Student Work Experience and Student Outcomes.
PUB DATE- Apr 94
NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Environment; College Outcomes Assessment; Extracurricular Activities; Higher Education; *Outcomes of Education; Private Colleges; State Universities; *Student Attitudes; Student Development; *Student Employment; *Undergraduate Students; *Work Experience

This study examined the effect of student work experience on college outcomes, surveying 155 sophomores, juniors, and seniors at two higher education institutions: a small liberal arts college with a work-study emphasis and a large public university with a strong history of work-study programs. Data were collected using the College Student Experiences Questionnaire (CSEQ). The study found that, in general, students who worked in academic or career-related jobs on campus reported higher levels of effort and involvement in a range of areas measured by the CSEQ than students who worked under other circumstances, including use of the library, interactions with faculty, involvement in learning through coursework, writing experiences and activities, and other curricular and extracurricular activities. Specific effects for each area and type of institution are discussed. Students who worked in academic or career-related jobs on campus showed higher estimates of some areas of college gains than students working under other circumstances. A copy of the CSEQ is included. Twenty-five appendixes contain source tables for data gathered by the questionnaire. Contains 33 references. (MDM)

ED 375 770 HE 027 869

Swoboda, Marian J., Ed.; Roberts, Audrey J., Ed.
They Came To Learn, They Came To Teach, They Came To Stay. University Women: A Series of Essays, Volume I.
PUB DATE- 80
NOTE- 134p.; For other volumes in the series, see HE 027 870-872. Funding provided by the Elizabeth Conrad Fund.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Coeducation; *Educational History; Females; Feminism; Higher Education; Oral History; *Public Colleges; Sex Bias; Social History; *Women Faculty; *Womens Education
IDENTIFIERS- *University of Wisconsin; Wisconsin

This anthology of essays, impressions, and sketches attempts to reassess the role of women in the development of public higher education in Wisconsin, especially in the setting of the University of Wisconsin (UW) System. The essays provide a female perspective from the post Civil War days to today. Some essays focus on the beginnings of the co-education movement; some offer recollections of women who came to teach at UW and were important to current members of the UW System; and some provide oral histories of students and teachers. Teachers whose contributions are fondly recalled include Emily Webster, Margaret H'Doubler, Gladys L. Borchers, Helen C. White, Hilda Belle Oxby, Emma Lou Wilder, Bessie May Allen, Agnes Jones, Ruth B. Glassow, Helen Clarke, Edith J. Cartwright, Mary Elizabeth Smith, and Germaine Bree. Other essays include: "Co-education 1849-1909: They Came To Stay" (Jean Droste); "Women at Wisconsin: 1909-1939" (Ellen D. Langill); "Women in Industrial Education" (Marcia Harycki); "Women in the Extension Center in Milwaukee" (Elisabeth Holmes); "Educated Daughters and Sisters" (Agate and Harry Krouse); "Voices from Eau Claire: Three Generations of Teachers" (Ellen Last); and "In Their Own Words" (Laura Smail and Donna Taylor). Some essays contain references. (JDD)

ED 375 848 IR 055 246

Florida Long-Range Program for Library Service: An LSCA Five-Year Long-Range Plan 1993-94.

PUB DATE- 94
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Evaluation Methods; Higher Education; Learning Resources Centers; *Library Cooperation; Library Facilities; *Library Planning; *Library Services; Long Range Planning; Needs Assessment; Public Libraries; School Libraries; Shared Library Resources; Special Libraries; *State Libraries; Statewide Planning
IDENTIFIERS- Florida State Library; Library Services and Construction Act

The purpose of the Florida State Library's Long-Range Plan is to implement the provisions of the Library Services and Construction Act (LSCA). The introduction to the report outlines the purpose and planning process of the plan. Section I contains a profile of Florida. Sections II and III examine the status of the Division of Library and Information Services and Florida's Public Libraries. Section IV presents a needs assessment of Florida academic, state institution, school, and special libraries. Section V examines the governmental structure of Florida as it relates to libraries and identifies executive departments and organizations concerned with the delivery of library service at the state level. Section VI delineates a plan for establishing an evaluation process to monitor and evaluate programs and projects supported under LSCA. Section VII presents an outline of the plan's goals and objectives and the state policies that guide Florida's LSCA grant program. Specific policies, goals, and objectives are then presented for Title I--Library Services, including special populations and services; Title II--Public Library Construction; and Title III Interlibrary Cooperation and Resource Sharing. Summary statistics for Florida public libraries for fiscal year 1991-92 are appended and an index is provided. (JLB)

ED 375 868 JC 940 529

Hobbs, Sylvia H.
Development and Implementation of a Parent Education Outcome Assessment Technique.
PUB DATE- 94
NOTE- 95p.; Master of Science Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; *Evaluation Methods; *Outcomes of Education; *Parent Education; *Program Effectiveness; Questionnaires; Student Evaluation of Teacher Performance; Surveys; Teacher Attitudes; Two Year Colleges

A project was undertaken at a suburban community college to develop a Classroom Assessment Technique (CAT) that would enable parent education teachers to determine what parents learned from the lecture/discussion component of the program and whether or not the parents implemented the lessons learned. The CAT was used over a period of 6 weeks by full- and part-time instructors who taught in the parent education program. The CAT requires teachers to: (1) choose the parent education class in which to carry out the CAT; (2) choose the parent education topic to be taught; (3) write down two learning goals for that topic; (4) write down two objectives for each goal; (5) formulate the objectives into questions to be answered by the questions in the class; (6) before teaching the topic, ask parents to anonymously answer one set of questions about the topic; (7) after teaching the topic, ask parents to answer a second set of questions; and (8) one month later, give parents a third set of questions on the same topic. A total of 2,460 questions were answered by parents during the outcome assessment survey. Out of 185 parents who completed the follow-up questionnaire, 90% stated they used class information to enhance their parenting. Parents improved and retained their knowledge 4 to 6 weeks after the class was taken. However, less than 75% of the instructors rated the CAT useful or better, many criticizing the time it took away from teaching. Future recommendations include giving instructors more time to formulate goals, objectives, and assessment questions; and planning how to provide parents with information about the assessment program without jeopardizing the outcome. Appendixes include the CAT project description, instructor survey, parent questionnaire, and program implementation guide. (KP)

ED 375 922 PS 022 425

Tufts, Suzanne; And Others

Legal Barriers to Volunteer Service: A Community Service Brief.

PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compensation (Remuneration); Court Litigation; *Definitions; *Employees; Federal Regulation; *Labor Legislation; *Legal Problems; Minimum Wage Legislation; Public Agencies; State Standards; Voluntary Agencies; *Volunteers
IDENTIFIERS- *Davis Bacon Act; *Fair Labor Standards Act

This booklet is designed to help public and private community service organizations understand the applicability of wage and hour laws to volunteers used in their activities. It considers various legal interpretations of the differences between "volunteers" and "employees," and reviews the provisions of the federal Fair Labor Standards Act (FLSA), adopted in the 1930s to prevent the exploitation of workers by public and private enterprises. The booklet lists five FLSA criteria that may indicate a volunteer qualifies as an employee for the purposes of FLSA wage and hour protection: (1) receipt of compensation for services provided; (2) displacement of paid workers; (3) voluntary work for an employer that is essentially the same work as that performed for compensation; (4) economic dependency on the organization for which the volunteer service is provided; and (5) the performance of tasks for the benefit of the organization itself rather than the community the organization serves. The booklet also reviews the applicability of the Davis-Bacon Act for volunteers engaged in construction, maintenance, repair, painting, and decorating of certain federally funded projects. Specific court cases and examples are cited. (Contains 36 legal citations.) (MDM)

ED 375 942 PS 022 645

Watkins, Mary; Fisher, Susan
Talking with Young Children about Adoption.
PUB DATE- 93
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Adopted Children; *Adoption; *Adoptive Parents; Child Behavior; Childhood Attitudes; Early Childhood Education; Family Environment; Family Relationship; Parent Attitudes; Personal Narratives; *Young Children
IDENTIFIERS- Adoption Insights; *Family Communication

Even though current wisdom holds that adoptive parents should talk with their child about adoption as early as possible, no guidelines exist to prepare parents for the various ways their children might respond when these conversations take place. This book discusses how young children make sense of the fact that they are adopted, how their awareness might appear in their play, and what worries they and their parents may have. The introduction looks at changes in adoption practice. Chapter 1 explores the meaning of adoption from the perspective of the parent. Chapter 2 reviews some of the research on adoption outcome, research that is often outdated and disheartening, reflecting not scientific truth but cultural bias and apprehension about adoption. Chapter 3 examines adoption from the child's perspective and explores the ways in which young adoptive children understand and communicate about adoption. Chapter 4 contains accounts by 20 adoptive parents of conversations about adoption with their children, ages 2 to 10, that graphically convey what the process of sharing about adoption is like. Two appendices contain stories of families who chose not to talk with their young children about adoption and the adoptive comments, questions, and play sequences of adopted children in the stories. Contains over 180 references. (TJQ)

ED 375 963 PS 022 777

Levin, Diane E.
Teaching Young Children in Violent Times: Building a Peaceable Classroom. A Preschool-Grade 3 Violence Prevention and Conflict Resolution Guide.
PUB DATE- 94
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Conflict Resolution; *Early Childhood Education; *Peace; Prevention; Primary Education; Programming (Broadcast); Teaching Methods; *Violence
IDENTIFIERS- *Peace Education

Noting that peaceable classrooms grow out of understanding how children develop ideas about peace, conflict, and violence, this guide is intended to help early childhood educators create a classroom where preschool through grade 3 children learn peaceful alternatives to the violent behaviors modeled for them in society. The guide is based on the assumption that efforts to break the cycle of violence must focus on prevention, and that peaceable classrooms provide the best possible foundation for helping children to understand peace as members of a democratic community. Part 1 of the guide examines the effects of violence on children, and explains the characteristics of a peaceable classroom, along with implications for practice. Part 2 presents practical ideas for teaching peace, including use of class graphs, charts, games, puppets, children's books, and curriculum webs, and shows how to adapt these resources to the local setting to advance the goals and values of a peaceable classroom. Appendixes provide position statements on violence put forth by the National Association for the Education of Young Children (NAEYC), and Concerned Educators Allied for a Safe Environment (CEASE), and commentary on the rapid success of the television program "Mighty Morphine Power Rangers" and its impact on early childhood popular culture. (AP)

ED 375 982 PS 022 860

It's Elementary! Elementary Grades Task Force Report. Abridged Version. Preview Edition.
PUB DATE- 94
NOTE- 61p.; Abridged version especially designed for lawmakers and policymakers. For the complete report, see ED 352 155.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Demography; *Educational Change; *Elementary Education; Excellence in Education; History Instruction; *Interdisciplinary Approach; Language Arts; Mathematics Instruction; Parent Participation; Science Instruction; *Thinking Skills
IDENTIFIERS- Diversity (Student); *Task Force Approach; *Thinking Across the Curriculum

This report, intended for teachers, administrators, school board members, parents, community leaders, and other concerned leaders, provides a rationale for the restructuring of elementary school education and makes specific recommendations for realizing that vision. The introduction discusses the need for educational changes in light of developments in cognitive psychology , a service- and technology-driven global economy, and a diverse student population. Chapter 1 deals with the concept of the new thinking curriculum and illustrates how it can be incorporated into the four disciplines of language arts, mathematics, history-social science and science as well as character education. Chapter 2 identifies instructional practices that can be implemented in the classroom to hasten the transition to the thinking curriculum. Chapter 3 considers ways of supporting the growth of teaching as a profession to improve elementary schools. Chapter 4 focuses on development of an assessment system consistent with the new thinking curriculum. Chapter 5 emphasizes the creation of a learning environment involving students, parents and teachers in a partnership. Chapter 6 considers the physical and emotional needs of children, discussing coordination of human services to ensure the fulfillment of these needs. The last chapter addresses the role of administrators in improving the elementary schools. An appendix acknowledging the members of the Task Force is included. (BAC)

ED 376 017 RC 019 876

Chapter 1 Basic and Migrant Education Programs in Maine, Fiscal 1991-1992.

PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Gains; Delinquency; Early Childhood Education; *Educationally Disadvantaged; Elementary Secondary Education; *Enrollment; Mathematics Achievement; *Migrant Education; Reading Achievement; Special Needs Students; State Programs; *Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Maine; Migrant Education Program

This report presents 1991-92 data on federally funded basic and migrant programs that serve educationally disadvantaged students throughout the 181 Maine school districts. In fiscal year 1992, 27,944 students received Chapter 1 basic services (concentrated, direct instruction in reading and math) from 1,006 teacher aides and 307 teachers (full-time equivalent). Some districts also provided support services such as counseling, guidance, and transportation. Schools administered standardized pre- and posttests to assess students' basic and advanced skills in reading and mathematics and reported academic gains in normal curve equivalent (NCE) units. Average achievement gains in fiscal years 1991 and 1992 ranged from 1.9 to 7.77 NCEs. In 1992, 112 schools were required to develop program improvement plans; these typically focused on staff development and ongoing technical assistance. In 1992, separate Chapter 1 funds provided services to 630 delinquent youth in state institutions, and to 1,002 special needs students requiring speech/language services, school social work, occupational therapy, or psychological services. The Chapter 1 Migrant Education Program provided supplementary instruction and health and support services to 4,970 migrant students in public schools during the regular school year; school readiness outreach to families with preschool children; a reconnection program for dropouts; and 4- to 6-week full-day summer programs for migrant children aged 6 months to 12 years, including health screening, academic and experiential learning, and cultural enrichment activities. Local migrant programs also promoted health education activities and encouraged parent involvement. Contains many data tables. (SV)

ED 376 039 SE 054 739

Donnelly, Paul; Martin, Merri
Guess What's for Dinner. Falls Lake State Recreation Area: An Environmental Education Learning Experience Designed for Grades 3-5.
PUB DATE- Mar 94
NOTE- 42p.; For related guides, see SE 054 736-744 and SE 054 746.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Environmental Education; Grade 3; Grade 4; Grade 5; *Group Dynamics; Parks; Science Activities; Science Education
IDENTIFIERS- Aquatic Life; Aquatic Organisms; Environmental Awareness; *Environmental Impact; *Food Webs; Hands On Experience; North Carolina State Parks System

This activity guide, developed to provide hands-on environmental education activities geared towards the Falls Lake State Recreation Area in North Carolina, is targeted for grades 3, 4, and 5 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. The activities are designed to teach students the basic fundamentals of a food chain and food web, and how human impact can affect each of these energy chains. Major concepts included are: food chains, food webs, interaction of individuals in a community, and human impact on the environment. Includes a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about Falls Lake State Recreation Area. (MKR)

ED 376 062 SE 055 143

Holboke, Kathy; And Others

Africa: A Social Studies and Science Curriculum.

PUB DATE- 93
NOTE- 252p.; Funding provided by a grant from the Collins Foundation. Some illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Ecology; Elementary Education; Environmental Education; Field Trips; Foreign Countries; Geography; Interdisciplinary Approach; Learning Activities; *Science Curriculum; *Social Studies; Teaching Guides; Zoology; *Zoos
IDENTIFIERS- *Africa; Africans; Environmental Awareness

This packet was designed to help teachers maximize a visit to a zoo's Africa exhibit. The packet provides two levels of activities, grades 3-5, and grades 6-8, for use before, during and after the visit. Activities are designed to enhance skills taught in science, social studies, language arts, reading, art, and math. A multi-grade background activities section is designed to have students learn about Africa by locating Africa on a world map, identifying the geography of the continent, and learning general facts about Africa. Activities for each grade level grouping are provided in five sections that cover the following topics: (1) geography of West, Central, and East Africa; (2) the rainforest and the savannah habitats; (3) animals and people of the African rainforests; (4) animal adaptations; and (5) awareness of environmental issues. Activities involve students in the use of research skills, oral and written communication, modeling, observing, classifying, analyzing, game-playing, and building vocabulary. A correlation of the activities to the Oregon Common Curriculum Goals in Science and Social Studies Activities is found in the teaching guide. The packet contains a 185-word glossary, a list of 188 African Studies resources, and 23 references. (LZ)

ED 376 085 SO 024 032

Caucutt, Allen, Ed.
Elementary Art Education. Focus.
PUB DATE- 75
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; *Art Education; Childrens Art; Creative Activities; Creative Expression; Curriculum Development; *Elementary Education; Emotional Disturbances; Environmental Education; Freehand Drawing; Kindergarten Children; Open Education; Primary Education; Role Playing; Self Concept; Self Expression
IDENTIFIERS- Upward Bound

This collection of writings addresses the issue of developing a generation of aesthetically aware and involved individuals. Each of the 19 articles emphasizes art education as an indispensable force in the total school program. Together these writings form sources of inspiration and ideas for the elementary art teacher. Divided into four categories, the first group of articles, presenting a variety of ideas and theories that art educators hold, are: (1) "Advancing Art in U.S. Public Schools" (John Goodlad); (2) "The Right to Feel Beautiful" (Edward Jacomo); (3) "Elementary Art and the Open Education Movement" (Kent Anderson); (4) "The Open Classroom: An Approach to Individualized Art Education" (Charles Margolis); (5) "The Whittier School Art Center: A Studio Experience in Art Learning for Primary Age Children" (Carol Lokken); (6) "Art Education in the Rapidly Changing World" (Earl Collins); (7) "A Revised Philosophy of Art Education: To Create a World that is Humane" (Julianne Biehl); and (8) "Encounters with Process, Product, and Self-Concept" (Carolyn S. Thompson). The second group of articles offers successful teaching approaches. The articles include: (9)"A Visit to the World of the Four-Year-Old: Implications for the Kindergarten Art Program" (Jo Ann Warfield); (10) "Art Is..." (Phyllis Nelson); (11) "The Sketch Tour" (Geraldine Butler); (12) "The Three R's in Art: Reading, 'Riting, and Role Playing" (Penny Platt); (13) "Painting Poetry" (Ruth Straus Gainer); and (14) "Birds of a Feather: Perceptual Experiences with Kindergarten Children" (Edward Jacomo). Articles in the third group look at areas of special needs and describe approaches art educators have created to deal with them. These articles are: (15) "Creative Art and the Emotionally Disturbed Student" (Ginny Graves); (16) "Upward Bound Art: An Art Program for the Culturally Different" (Roger W. Bybee); and (17) "Environmental and Aesthetic Education for the Primary Grades" (Albert Sarkas). The book concludes with a section that calls for the inclusion of art appreciation and aesthetic education in art curricula that presently emphasize art making, and for the enhancing of art education's status through teacher professionalism. The two articles in this section are: (18) "Making is Not Enough" (John Stewig) and (19) "The Time is Now" (Sylvia Corwin). Some articles contain references. (MM)

ED 376 103 SO 024 476

Pearson, Jim; Ingersoll, Tom
William Penn's Peaceable Kingdom: A Unit of Study for Grades 5-8.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; *Civil Liberties; *Colonial History (United States); Grade 5; Grade 6; Grade 7; Grade 8; *History Instruction; Intermediate Grades; Junior High Schools; Primary Sources; Religious Differences
IDENTIFIERS- *Penn (William); *Pennsylvania

Using primary sources, this unit explores the founding of the 12th and most successful of the English colonies in North America, Pennsylvania. Established by the Quaker civil libertarian William Penn, Pennsylvania was intended to demonstrate that a society founded on mutual respect, tolerance, and individual responsibility could flourish. The first 50 years of this province demonstrate that European-Indian relations need not have been based on violence and the destruction of native cultures. In a crucial departure from the past, religious tolerance also was legally guaranteed. Penn understood that separate religious groups might share common interests. The government of Pennsylvania explicitly derived its authority from the people it was intended to govern. The unit embodies five objectives: (1) to study historical documents in order to experience history as a dynamic discipline that studies, interprets, and debates the meaning of human artifacts and through those, humanity's collective past; (2) to examine the effect that the Quakers' respect for life and abhorrence of violence had on establishing relations with Indians based on trust and honesty; (3) to study two of the founding principles of Pennsylvania, namely religious toleration, and faith in the people's capacity to govern, and to consider the extent to which those values remain valid in today's world; (4) to speculate on how treating women as the spiritual equals of men, rather than their inferiors, affected women and altered Quaker society; and (5) to appreciate the ethnic diversity of Pennsylvania and to experiment with the methods historians use to investigate people from the past. (Author/DK)

ED 376 121 SP 035 504

Yeager, Elizabeth Anne; Davis, O. L., Jr.
Understanding the "Knowing How" of History: Elementary Student Teachers' Thinking about Historical Texts.

PUB DATE- 6 Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Constructivism (Learning); *Critical Thinking; Elementary Education; Higher Education; *History Instruction; Inquiry; Methods Courses; *Preservice Teacher Education; *Primary Sources; *Social Studies; Student Teachers; Student Teaching; Teacher Behavior; *Thinking Skills

This study examined elementary teacher candidates' understanding of how history is "made" by historians and how texts are analyzed in the process of historical inquiry. Interviews with three elementary student teachers enrolled at a large southwestern state university indicated that they all had a markedly limited background in academic history. None recalled being actively engaged in the derivation and construction of meaning and significance in history, and none recalled that their teachers explicitly explained issues and components of historical thinking. They were noncommittal about the usefulness of their social studies methods course with regards to teaching history. They were not required to teach social studies lessons during their student teaching semester. When the student teachers were asked to analyze historical documents and express their historical thinking, each student teacher manifested quite different historical understandings, with the three views of social studies being labelled as "the great connection," as a "nonsubject," and as "creative expression." Implications for elementary teacher education programs are offered, focusing on the importance of such issues as historical time, layers and textures of meaning and context, the range and robustness of historical narrative, and rhetorical and persuasive devices. (Contains 22 references.) (JDD)

ED 376 140 SP 035 537

Smedley, Lea
Teacher Educators as Experimenters: Is the "New" Really New?
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994). This paper was designed to complement a 15-minute presentation on the theme.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; *Educational Change; Educational History; Educational Responsibility; Elementary Secondary Education; Foreign Countries; Government School Relationship; Higher Education; *Partnerships in Education; *Preservice Teacher Education; Role of Education; Teacher Education Programs; *Teacher Educators
IDENTIFIERS- *Macquarie University (Australia)

Education of the "scholar-teacher" shaped the vision of the Teacher Education Program (TEP) at Macquarie University in New South Wales (NSW), Australia, as teacher education was made the shared responsibility of the School of Education and all of the University's other schools in 1967. Change over the past 25 years is evident in 3 major teacher education partnerships which have characterized the program: (1) partnership between academics in education and other disciplines and the curriculum lecturers in the TEP; (2) partnership between the university and the educational community, notably the NSW Department of Education (the employing authority); and (3) partnership among student, master teacher, and curriculum lecturer, which provided student teachers continuous contact with experienced teachers and which involved the curriculum lecturer as a link between the TEP and the schools. Changes in funding, decline in demand for teachers, political tensions within the university, and other factors caused the first two partnerships to become "derailed," while the third partnership has remained intact for 25 years. Historical research underscores the reality of the role of teacher educators as experimenters and recognizes that rarely is the "new" new in teacher education. Through ownership of the past and attention to its lessons, educators will become empowered to shape their future role. (Contains 22 references.) (JDD)

ED 376 159 SP 035 581

Egelson, Paula
Collaboration at Richland School District Two: Teachers and Administrators Design and Implement a Teacher Evaluation System that Supports Professional Growth.

PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Classroom Observation Techniques; Educational Trends; Evaluators; *Formative Evaluation; *Peer Evaluation; *Professional Development; Secondary Education; Secondary School Teachers; *Self Evaluation (Individuals); Summative Evaluation; *Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- *Collaborative Evaluation; Richland School District 2SC

This paper reports on the implementation of a formative evaluation plan developed by nine educators (seven teachers and two administrators) in Richland School District Two (Columbia, South Carolina). Experienced high school teachers set improvement goals for themselves and met with evaluators or peers throughout the year to discuss progress and possible strategies. Following a training session conducted by the development team that included information about formative evaluation, ways to conference with peers, and how to videotape a classroom lesson, the teachers selected an area of professional growth that was observable in the classroom, and taught a lesson while being videotaped or observed by a colleague. Prior to the observation, the two teachers conferred confidentially about the lesson's focus. Subsequent to the observation, they met again to discuss what had taken place and to determine how the teacher could improve. Teachers and administrators stated that there were a few minor problems associated with implementation of this plan, but overall, the teachers found positive effects including an increased sense of professionalism, new relationships with colleagues, a more reflective view of teaching, new leadership roles, and improved classroom instruction. (LL)

ED 375 713 HE 027 797

Wenzel, Stacy A.; Hollenshead, Carol
Tenured Women Faculty: Reasons for Leaving One Research University. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Faculty College Relationship; *Faculty Mobility; Faculty Workload; Higher Education; Interviews; Job Satisfaction; Labor Turnover; National Surveys; Research Universities; *Sex Bias; Sex Discrimination; *Teacher Attitudes; *Teacher Persistence; *Tenured Faculty; *Women Faculty; Work Environment
IDENTIFIERS- *ASHE Annual Meeting

In an effort to understand how higher education institutions can retain women faculty members, this study examined the attitudes of eight tenured women faculty who chose to leave one research university. Some went to other tenured academic positions, others to research agencies. Interviews included open-ended questions as well as focused probes concerning key factors. In addition, the study examined data from the Carnegie 1989 national college faculty survey analyzing the responses of 367 women and 1,749 men who held full-time tenured positions. Findings revealed that there were aspects of the environment at the university that made the women interviewed choose to leave. They described experiences and incidences where their career opportunities were blocked, where others treated them with disrespect, where they had too little personal or financial support, where salary was inequitable, where the university did not help with dual career issues, and where personal and institutional goals were mismatched. A significant number of these negative experiences were related to gender. Results from the analysis of the national survey supported the finding that aspects of the faculty work environment are important factors in decisions to leave an institution. (Contains 31 references.) (JB)

ED 375 731 HE 027 815

Feng, Yuan
From the Imperial Examination to the National College Entrance Examination: the Dynamics of Political Centralism in China's Educational Enterprise. ASHE Annual Meeting Paper.
PUB DATE- 8 Nov 94
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Entrance Examinations; Comparative Analysis; Educational History; Education Work Relationship; Foreign Countries; Government Role; Higher Education; *Politics of Education; *Tests
IDENTIFIERS- *ASHE Annual Meeting; *China; Chinese People; Civil Service

This comparative historical study examines political centralism in China in the Imperial Examination and the National College Entrance Examination (NCEE). Both systems served the political needs of the ruling classes and the commoners, although in a limited way for the latter. The Imperial Examination was once a positive force for social development and the NCEE may become an obstacle for political and economic reform if it continues in its current role. Both examinations have contributed to the continuity of political centralism through elite and higher education. The Imperial Exam selected officials for civil services and the NCEE selects students for higher education. Academic requirements are completely different in that the past exam required mirroring of Confucian concepts and rigid rules of composition while the NCEE covers almost all subjects of modern secondary education. The quota systems of the imperial exam were accepted without much complaint while the current quotas have caused many grievances. Finally, those who succeeded through the Imperial examination were loyal to the Emperor while those who succeed under the NCEE have many grievances toward the government. Proposed reform for NCEE looks for greater centralization. The paper argues that NCEE should become a pure educational testing service limited to providing academic assessment. (Contains 66 references.) (JB)

ED 375 790   HE 027 889

Epper, Rhonda Martin, Ed.
Focus on the Budget: Rethinking Current Practice. State Policy and College Learning.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- May 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Budgeting; Case Studies; *Educational Finance; Educational Improvement; *Educational Planning; *Educational Policy; Educational Quality; Educational Trends; Government Role; Government School Relationship; Higher Education; Models; *State Government; Values
IDENTIFIERS- Performance Indicators; Texas; University of Wisconsin

The four papers presented here were chosen for presentation at the 1993 annual meeting of the State Higher Education Finance Officers. "A Clean Slate: Principles for Moving To a Value-Driven Higher Education Funding Model," by Brenda Norman Albright and Diane Suitt Gilleland, outlines principles for moving from an accounting-driven funding model, emphasizing input factors, to a value-driven funding model, emphasizing state higher education needs and financial incentives that will meet needs more effectively. It suggests shifting to a new funding philosophy and offers a customized campus sketch of clean-slate funding. "Linking Budgeting to Academic Planning: The Wisconsin Case" (Kathleen R. Sell) presents five policy tools used by the University of Wisconsin System to combine budget and academic planning to improve instructional quality. "An Attempt To Implement Performance-Based Funding in Texas Higher Education: A Case Study" (Mark Bateman and Roger W. Elliott) chronicles a failed attempt to establish performance-based funding in Texas and suggests lessons learned. "Important Safeguards in Funding Processes for Public Higher Education" (J. Kent Caruthers and others) notes that objectives of funding processes have changed focus over time and warns of potential pitfalls in adapting funding processes to meet changing policy objectives in the 1990s. (Some papers contain references.) (JDD)

ED 375 809 IR 016 862

Benson, Gregory M., Jr.
The Lifelong Learning Society: Investing in the New Learning Technology Market Sector.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; Distance Education; Educational Change; *Educational Technology; *Educational Trends; *Futures (of Society); *Investment; *Lifelong Learning; Technological Advancement; Trend Analysis
IDENTIFIERS- *Market Research

Technological advancements can combine computer assisted instruction (CAI) and interactive, multimedia environments to create lifelong learning opportunities within reach of everyone in the world. Arguing that the emergence of technology-delivered education represents one of the most significant investment opportunities in recent history, this report provides information and analyses to inform investment and potential acquisition decisions in this new "learning technology sector." It begins by examining trends in five areas to provide a context for the learning environment: the economy, the society, the workplace, the emerging technology infrastructure, and the education and training system. A new paradigm for required knowledge and skills in the workplace is then introduced, followed by a review of features of the new education and training marketplace. These features include accumulated funding, cross-sector training, shared needs, "just-in-time" training, and self-paced mastery/learning. Five major developments in the technology and policy arenas that have contributed to this new market are listed, and their implications for market opportunities are examined. Critical success factors for services and companies are also identified, and conclusions and recommendations based on this study conclude the report. (JLB)

ED 375 828 IR 016 919

Addessio, Barbara K.; And Others
Using the Internet in Middle Schools: A Model for Success. A Collaborative Effort between Los Alamos National Laboratory (LANL) and Los Alamos Middle School (LAMS).
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Feb 94
NOTE- 16p.; Paper submitted at the Joint Conference of the Association for the Development of Computer-Based Instructional Systems and the Association for Educational Communications and Technology (Nashville, TN, February 16-20, 1994). Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Computer Uses in Education;

Futures (of Society); *Information Networks; Intermediate Grades; Junior High Schools; *Middle Schools
IDENTIFIERS- *Internet; *Los Alamos National Laboratory NM

Los Alamos National Laboratory (LANL) developed a model for school networking using Los Alamos Middle School as a testbed. The project was a collaborative effort between the school and the laboratory. The school secured administrative funding for hardware and software; and LANL provided the network architecture, installation, consulting, and training. The model is characterized by a computer classroom linked with two GatorBoxes and a UNIX-based workstation server. Six additional computers have been networked from a teacher learning center and the library. The model support infrastructure includes: local school system administrators/lead teachers, introductory and intermediate hands-on teacher training, teacher incentives for involvement and use, opportunities for student training and use, and ongoing LANL consulting. This overview of the project provides background information; a description of the model which identifies its goals, success factors, and characteristics, including technical design, coordinated school approach, user support, and monitoring and evaluation; the design and implementation of the project; and teacher and student training and overall use of the program. Formative evaluation data are cited as revealing that students and teachers alike are finding the Internet to be a tool that crosses disciplines, allowing them to obtain more timely information and to communicate with others more effectively and efficiently. (Contains 3 references.) (Author/JLB)

ED 375 886 JC 940 602

Graduate Survey. 1992 Report #93-3.

PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Part Time Employment; *Student Attitudes; Tables (Data); Two Year Colleges
IDENTIFIERS- Gateway Community Technical College CT

Each December, Gateway Community-Technical College (GCTC), in Connecticut, surveys graduates from the previous spring to determine their educational outcomes, employment status, and perceptions of GCTC's programs and services. In 1992, 268 degrees and certificates were awarded at the college's Long Wharf (LW) campus, while 119 were awarded at the North Haven (NH) campus. Completed questionnaires were received from 142 LW and 56 NH graduates, and responses were analyzed for each campus separately. With respect to graduate outcomes, 90% of the LW graduates indicated that they had achieved their primary goals of either transfer credit, occupational training, professional/skills improvement, career change, or personal enrichment; 38% were currently employed full-time and 39% were employed part-time; and 43% of the graduates were currently enrolled at another college. Outcomes for NH graduates indicated that 66.1% had achieved their primary goals; 9% were currently employed full-time and 75% were employed part-time; and 48% of graduates were currently enrolled at another college. With respect to graduates' evaluations of GCTC programs and services, at LW the highest ratings were given to faculty understanding and the relationship between grades and effort/performance, while the lowest ratings were given to parking facilities and cafeteria food. At NH, the highest ratings were given to the library staff and the timeliness of transcripts, while campus security and job placement were rated lowest. The survey instrument and tabled responses are appended. (KP)

ED 375 904 JC 940 621

Guidelines for Educational Guarantees.

PUB DATE- Oct 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *College Transfer Students; *Community Colleges; Higher Education; *Outcomes of Education; Program Implementation; State Programs; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Educational Guarantees; *Illinois Community College System

In 1992, the Illinois Community College Board forged new ground in accountability for higher education by adopting a plan for the implementation of educational guarantees. Guarantees demonstrate the community colleges' dedication to providing exemplary programs and service. Guarantees ensure that graduates of community college technical programs have the skills needed in today's labor market. If a graduate does not obtain needed skills, he/she may re-enroll in appropriate courses at no charge. Guarantees ensure that the community college baccalaureate transfer students can transfer all their courses to their chosen four-year institution. If a course cannot be transferred, the community college will refund the corresponding tuition. In implementing guarantees, a college should: (1) convene an appropriate group to develop guarantees; (2) identify programs to be guaranteed; (3) define what the college is guaranteeing to transfer and occupational students, and make necessary changes to articulation agreements or curricula; (4) define who is covered by the guarantee; (5) define what the compensation to the student is; (6) delineate how internal procedures will be established or refined to implement the guarantee; and (7) define how the guarantee may be called and how it will be honored. Additionally, the following principles apply to all aspects of educational guarantees: guarantees need to link appropriate services and process into a comprehensive quality assurance process; guarantees should open doors for students; guarantees should be readily understandable by businesses and students; and guarantees should reflect a partnership among students, employers, universities, and the community colleges. Policy guidelines are provided for each step. (KP)

ED 376 000 RC 019 836

Coe, Pam; And Others
Perceptions of School Change: Interviews With Kentucky Students. A Report Submitted to the Kentucky Caucus of the AEL Board of Directors.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Change Strategies; Educational Assessment; *Educational Change; Educational Improvement; Principals; *Program Effectiveness; Program Evaluation; Questionnaires; Secondary Education; *Secondary School Students; Standards; *Student Attitudes
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

This report assesses student perceptions of the Kentucky Education Reform Act (KERA). Individual and focus-group interviews were conducted with approximately 100 students in 6 schools in 3 geographically different school districts across Kentucky. In addition, a brief exit interview was conducted with principals to solicit feedback concerning student interviews and to document to what extent KERA components had been implemented. Sites selected included four rural schools and two urban schools serving junior high and high school students. Student comments indicate that students were knowledgeable and articulate about those aspects of reform that had affected them directly. They also expressed awareness that Kentucky schools and students were below national standards in educational achievement. Students felt KERA might help Kentucky students compete with students from other states for college admission and employment. Though respondents reported increased work associated with KERA such as student writing portfolios, most thought that portfolio work was improving their writing and allowed them to explain their work more thoroughly. For the most part, students enjoyed the additional group work brought about by KERA, noting the importance of improving their communication and interpersonal skills. Students reported that KERA increased stress on teachers and students, including worries that the state might take control of their school if performance was substandard. Implementation of school councils was viewed positively as were extended school services and increasing knowledge of computers and technology. Overall, students thought KERA was having a positive effect on their education. Appendices include site visit letters, student selection instructions, principal survey, and interview protocols. (LP)

ED 375 751 HE 027 850

Olesinski, Raymond L.
The Influence of Graduate Education Concerns on Individualized Curricula in an Alternative Medical Education Program.
PUB DATE- 4 Apr 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Course Selection (Students); Graduate Medical Education; Higher Education; *Independent Study; *Individualized Education Programs; *Medical Students; Nontraditional Education; Outcomes of Education; *Student Attitudes

This paper reports on how factors related to students' impending graduate medical education (GME) influenced the design of their individual curricula in an alternative medical education program. Ten students of the Independent Study Program (ISP) of the College of Medicine at Chicago/University of Illinois participated in the study through in-depth interviews and school records. Analysis of ISP students' bases for curriculum construction suggested that the selection and organization of clerkships, and in particular electives, were designed to address a set of concerns students had about the upcoming GME. The interviews also revealed that the selection and organization of learning experiences were tailored to enhance students' chances of acceptance by desired residency programs. A perception of what knowledge and skills would be most valuable for successful performance as interns or first-year residents also impacted on the selection of learning experiences by ISP students. (MDM)

ED 375 771 HE 027 870

Swoboda, Marian J., Ed.; Roberts, Audrey J., Ed.
Wisconsin Women, Graduate School, and the Professions. University Women: A Series of Essays, Volume II.
PUB DATE- 80
NOTE- 153p.; For other volumes in the series, see HE 027 869-872. Funding provided by the Elizabeth Conrad Fund.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; *Educational History; Females; Feminism; *Graduate Study; Higher Education; Occupational Aspiration; *Public Colleges; Sex Bias; Social History; Socioeconomic Status; *Women Faculty; *Womens Education
IDENTIFIERS- *University of Wisconsin; Wisconsin

This volume of essays examines the role of women in the development of public higher education at the University of Wisconsin and Wisconsin State Universities. Part 1, "Turn of the Century Beginnings," contains an essay by Jean Droste titled "Vocational Aspirations and Job Realities." Part 2 focuses on women in the professional schools on the Madison campus. It contains: "Women in Science" (Bette Barnes and Ruth Dickie); "Women's Contributions to the Library School" (Valmai Fenster); "Women in Engineering" (Lois Greenfield); "Nursing in the UW System" (Signe Cooper); "Women in the Medical School" (Rima Apple and Judith Leavitt); "Women and the Law School" (Ruth Doyle); "Women in the School of Music" (Carolyn Sylvander); "Women in the Art Department" (Judith Mjaanes); "Women and Cooperative Home Economics Extension" (Ruth Dickie); "Women on the Academic Staff" (Joann Elder); and "Women and Student Government" (Buff Wright). Part 3 addresses university women and their professions today in two essays: "Socio-Economic Profile of Faculty Women at Madison" (Bonnie Cook Freeman) and "Traditional and Non-Traditional Choices of Disciplines by Women" (Marian Swoboda). Some essays contain references. (JDD)

ED 375 849 IR 055 248

Drabenstott, Karen M.
Analytical Review of the Library of the Future.
PUB DATE- Feb 94
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Access to Information; Bibliographies; *Futures (of Society); Higher Education; Information Networks; *Information Technology; Library Collections; *Public Libraries; *Research Libraries; Technological Advancement
IDENTIFIERS- *Electronic Libraries

This document presents an analytical bibliography of literature on the library of the future that was published between the years 1983 and 1994. This project had four objectives: (1) to identify and retrieve published literature on the library of the future; (2) to formulate document surrogates for this literature and add them to a computerized database; (3) to generate an analytical bibliography of published library of the future literature; and (4) to synthesize literature in the bibliography with a thinkpiece on the topic. The introduction provides background information and describes the project methodology, coverage, and key early works. The key findings, claims, or recommendations are then presented with author commentary in the following areas: digital libraries; phases in the application of information technology to libraries; print-based technology; tools for accessing digital libraries; digital library models; stakeholder motivations and concerns; digital library projects; libraries of the future; and harnessing the true potential of information technology. Two essays conclude the report: "Whither Libraries?" and "A Sense of Urgency." Contains 220 references. A combined author subject index is included. (JLB)

ED 375 923   PS 022 434

Firlik, Russell J.

American Early Education Reform: Adaptation Not Adoption from Reggio Emilia, Italy.

PUB DATE- 94
NOTE- 17p.; Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Classroom Design; *Classroom Environment; Educational Improvement; Foreign Countries; Models; Parent Participation; Portfolios (Background Materials); *Preschool Education; *Student Projects; *Teacher Role; Teaching Methods
IDENTIFIERS- Italy (Reggio Emilia); *Reggio Emilia Approach

The Reggio Emilia preschools in Italy have much to offer U.S. early education practitioners. If adapted, based on an understanding of American culture and of how American children learn, four components of the Reggio Emilia model can be useful in American early childhood settings. First, projects based on the interests of children can be used to develop a deeper understanding of a phenomenon over an undetermined period of time. Second, children can be encouraged to express their thinking, feelings, and dispositions creatively in various modes of expression, with parents playing an important role in the learning process. Third, teachers should become systematic researchers into the ways that children learn and construct knowledge, carefully observing and documenting children's thinking and development. Fourth, teachers should recognize the educational possibilities of the environment, with its power to organize and promote personal relationships, create beauty, provide changes, and promote choices and activities. School administrators have an enabling role to play in school reform. They should encourage teachers to share their successes, invite parents to be part of the classroom, visit classrooms often, and provide teachers with the time, funding, and recognition needed to make meaningful changes in the classroom. Specific practical suggestions for teachers are presented for each model component. Contains 22 references. (AC)

ED 375 943 PS 022 654

Ursits, Mary L.
A Program To Improve the Developmental and Intellectual Growth of Students in Kindergarten and First Grade.
PUB DATE- Mar 94
NOTE- 266p.; Ed.D. Major Applied Research Project Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Developmental Delays; *Elementary School Curriculum; Grade 1; *Intellectual Development; Kindergarten; Primary Education; Program Descriptions; School Readiness; *Student Improvement; *Student Needs
IDENTIFIERS- Student Support Teams

A practicum was developed and implemented to address developmental and intellectual delays in primary students in a Georgia elementary school. The program's need resulted from the identification of 18 to 21 percent of the kindergarten and first-grade level students as developmentally delayed or academically unprepared for their grade placement. Because the literature suggests that school-based teacher support teams are successful in assisting teachers and students with learning problems, the following three strategies were developed to address the needs of these students: development of a plan to improve curriculum goals that address the developmental and intellectual needs of students in these grades; development of appropriate assessment criteria; and development of a Student Support Team (SST) procedure for preparing individual student instructional plans. The project was evaluated through the collection of data on three groups of students during the 1992-1993 school year and the first semester of the 1993-1994 school year. The project resulted in 63 percent of kindergarten students referred to the SST during the 1992-1993 school year being dismissed from the SST within the first year, and 93 percent of the students dismissed by the end of the first semester of the 1993-1994 year. (Appendices include teacher and parent questionnaires, summaries of student data, the Student Support Team annual summary form, and summaries of student referrals. Contains 29 references.) (SW)

ED 375 964 PS 022 778

Kaddar, M., Comp.; Gerbouin-Rerolle, P., Comp.
Micro-Enterprises: What They Are and What They Can Be.
PUB DATE- 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Developing Nations; *Economic Development; Economic Impact; *Entrepreneurship; Financial Support; Foreign Countries; Management Development; Small Businesses; Women Administrators
IDENTIFIERS- *Africa; *Microenterprises

Noting the failure of large, centralized production systems in developing countries, this journal issue describes the functions, types, and strategies of micro-enterprises in the modernization process of developing countries, especially in Africa. The journal analyzes the characteristics and failures of micro-enterprises and informal industries, and suggests innovative methods for support of the informal sector by micro-enterprises. It describes specifically a variety of women-run food-related micro-enterprises, their functioning and adjustment to the local food-related industries context and to the crisis of current trends in Africa's economy. Next, the journal examines the instability and structural consolidation of this informal sector of the African economy, noting features in common with micro-enterprises in other regions of the world. Finally, the journal discusses recommendations for support of innovation in micro-enterprises, noting that in a supportive perspective, micro-enterprises need to set objectives and rationale, and provide great adaptability to new demands and inflation, spontaneous innovation in internal organization, and supportive programs and evaluation. Contains suggestions for further reading and six references. (AP)

ED 376 040 SE 054 740

Bailey, Paul

The Old New River. New River State Park: An Environmental Education Learning Experience Designed for Grades 7 & 8.

PUB DATE- Mar 94

NOTE- 57p.; For related guides, see SE 054 736-744 and SE 054 746.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classification; Environmental Education; Grade 7; Grade 8; Junior High Schools; *Parks; *Resource Allocation; Science Activities; Science Education; *Water Quality

IDENTIFIERS- Aquatic Life; *Aquatic Organisms; Environmental Awareness; Hands On Experience; Leaves (Trees); Metamorphosis; North Carolina State Parks System; *Stewardship; Water Quality Analysis; Watersheds

This activity guide, developed to provide hands-on environmental education activities geared to New River State Park in North Carolina, is targeted for grades 7 and 8 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are: water quality, biotic index, indicator species, metamorphosis, native aquatic species, stewardship of natural resources, watersheds, and natural resource management. Includes a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about New River State Park. (MKR)

ED 376 063   SE 055 144

Coats, Victoria; Samia, Cory

Threatened and Endangered Species: Tour Packet.

SPONS. AGENCY- ARCO Foundation, Los Angeles, CA.; Oregon Community Foundation, Portland.
PUB DATE- 91
NOTE- 106p.; Some illustrations may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Animals; Conservation (Environment); Ecology; *Endangered Species; Environmental Education; Field Trips; Habitats; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; Resource Units; Teaching Guides; *Zoos

This resource unit contains a teacher information packet and a middle school student activity packet to be used in creating a threatened and endangered species unit. The packet of student activities is designed to help maximize a field trip to the zoo and build on students' zoo experience in the classroom. The teacher information packet covers the topics of general and behavioral goals for the unit; extinction; vegetation zones or biomes (contains a world map); selected endangered and threatened animals listed by location in the wild and taxonomic classification; profiles of 30 selected animals with specific information on each species; zoos and endangered animals; protecting endangered species; and a list of 28 resources and a 27-word glossary. Fourteen student activities are divided into classroom and zoo sections. At the zoo, students are instructed to collect and record data from observations of animals and exhibits. Zoo-collected data are intended for later analysis and follow-up discussion in the classroom. A teacher's guide for each activity contains a list of the specific Oregon Comprehensive Curriculum goals addressed by that activity, and activity objectives, directions, and extension ideas. Teacher reproducible worksheets are provided for activities. (LZ)

ED 376 122 SP 035 506

Russell, Tom
Returning from the Field: Did Recent, Relevant, and Successful Teaching Experience Make a Difference?
PUB DATE- Apr 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For related paper, see SP 035 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Experiential Learning; *Field Experience Programs; Foreign Countries; Grade 12; Higher Education; High Schools; Physics; Practicums; *Preservice Teacher Education; Science Education; *Science Teachers; Student Teaching; Teacher Educators; *Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- *Queens University of Kingston (Canada)

This paper is a personal interpretation of how two half-year daily teaching assignments in grade 12 physics influenced the career of a science teacher educator at Queen's University (Kingston, Ontario, Canada). The teacher educator felt that this experience helped him speak to his preservice teachers more realistically and convincingly about the daily challenges that teachers face. The paper argues that students can best learn from their own experiences by having them take charge of their own professional development and that extensive teaching experience both before and after course work is needed. At Queen's University, a nontraditional approach to becoming a science teacher involves alternating paid work terms with academic terms. This approach, which creates a pattern of "experience-coursework-experience," is seen as appropriate in valuing and understanding the role of experience in learning to teach. Educational research focuses on the importance of personal experience in the learning process, but teacher education seems not to have taken this focus into its own programs by arranging for its students to have significant personal experience of teaching both before and after their education courses. (JDD)

ED 376 160 SP 035 583

Goodson, Ivor F.
'The Story So Far': Personal Knowledge and the Political.
PUB DATE- 12 Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-15, 1993); forthcoming in "Qualitative Studies in Education," Special Issue on Life History and Narrative, January 1995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Broadcast Journalism; *Cultural Context; Educational Experience; Educational Research; Foreign Countries; Higher Education; Inquiry; *Mass Media Effects; Oral Tradition; *Personal Narratives; *Political Power; Research Methodology; *Social Influences; *Story Telling; Teacher Education; Teachers
IDENTIFIERS- Canada

This paper explores some forms of inquiry that are becoming influential within teacher education. In particular, the document focuses on forms of inquiry variously called "stories," "narratives," "personal knowledge," "practical knowledge," or in one particular genre "personal practical knowledge." Storying and narratology are genres which allow movement beyond (or to the side) of the main paradigms of educational inquiry--with their numbers, variables, psychometrics, psychologies, and decontextualized theories. Potentially then, the new genres offer the chance for a substantial step forward in the representation of lived experience in schooling. Because of this substantial potential, the new genres require very close scrutiny, for while they have some obvious strengths, there are some weaknesses which may prove incapacitating. This investigation seeks to locate the genres of narrative and storying within the emergent cultural patterns of contemporary societies and economies. The media context of personal knowledge is examined and a series of questions and issues are raised as a result. In the final section, some conclusions as to the role of personal knowledge in educational research are provided. (Contains 22 references.) (LL)

ED 375 714   HE 027 798

Johnson, Troy
Estimating the Economic Impact of a College or University on a Nonlocal Economy. ASHE Annual Meeting Paper.
PUB DATE- 10 Nov 94
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *Community Colleges; Economic Change; *Economic Impact; *Economic Research; Employment; Expenditures; Geographic Location; Higher Education; Income; Investment; Local Issues; Models; Rural Economics; *School Community Relationship; School Location; Statistical Analysis; Taxes
IDENTIFIERS- *ASHE Annual Meeting; Caffrey Isaacs Economic Impact Model; Nonlocal Economy; *South Plains College TX

This study presents an expanded methodology for economic impact analysis to measure the impact of a community college, South Plains College (SPC), Texas, on a specified nonlocal economy. The research had four parts. First an economic impact study was conducted for SPC and its impact on the local economy of Hockley County, where the college is located. Second, existing economic impact analysis methodology was expanded based on a modified Ryan model (a variation of the Caffrey-Isaacs model) to facilitate the estimation of the economic impact on a nonlocal economy. Third the method was applied to the nonlocal economy, Lubbock County, which is adjacent to Hockley County. Fourth, the findings of both impact studies were evaluated to identify differences in method and relative impacts in both economies. The study found that differences in the method rested chiefly in writing the impact formulas and in collecting the impact data. Analysis showed that, in Hockley County, there was a return to the economy of about four dollars for every one dollar of taxes invested in the college, and that Lubbock County experienced a total business volume impact of $21 million. Comparison of impact volume between the two showed that total impact differed by only approximately $86,000. (Contains 30 references and 12 figures.) (JB)

ED 375 791 HE 027 890

Hoover, Betty-Bruce H.
Faculty Involvement in Professional Development: Everyone's Responsibility and Benefit.
PUB DATE- 13 Jul 94
NOTE- 25p.; Paper presented at the Meeting of the Center for Research on Educational Accountability and Teacher Evaluation, National Evaluation Institute (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; College Preparation; *Private Schools; *Professional Development; Program Development; *Program Implementation; Secondary Education; *Secondary School Teachers; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teacher Evaluation
IDENTIFIERS- *Berkeley Preparatory School FL

At Berkeley Preparatory School in Tampa, Florida, faculty evaluation has been redefined as "review for professional development," and faculty professional development has evolved into a program involving many people, with a philosophy of its own--"everyone's responsibility and benefit." It is an ongoing process throughout the year, and its goal is to recognize potential problems and to eliminate them before full-blown problems surface. The process is involved and comprehensive; however, it serves positively to accomplish its goal of reaching and maintaining faculty potential through faculty involvement in professional development. It involves a number of colleagues at different levels of responsibility (Division Director, Department Chairpersons, peer evaluators/reviewers) with the Headmaster as recipient of the information compiled. This paper presents a detailed schedule of the faculty evaluation/review process, and provides copies of the teacher self-evaluation and department chairmen evaluation form, the teacher peer evaluation form, classroom observation form, faculty evaluation by students form, and other forms. (JDD)

ED 375 810 IR 016 863

Universal Access to Learner-Directed Education through Telecommunications: Developing the Electronic Superhighway as an Avenue for Community Learning.

SPONS. AGENCY- State Univ. of New York, Albany. Office of Educational Tech.
PUB DATE- Oct 94
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; *Distance Education; *Educational Cooperation; Educational Planning; *Educational Technology; Educational Television; Elementary Secondary Education; Evaluation Methods; *Instructional Innovation; Integrated Learning Systems; *Mathematics Instruction; Multimedia Instruction; Partnerships in Education; Research Proposals; State Programs; *Telecommunications
IDENTIFIERS- Information Infrastructure; Internet; Star Schools; State University of New York

This proposal describes a project which is designed to demonstrate a model of learning that will deliver multimedia mathematics curriculum to learners in their homes. This model will shape and extend current integrated learning systems capacity and merge it with videoconferencing for delivery through the emerging telecommunications infrastructure. The proposal begins with the background of the project and an examination of the needs and direction of the K-12 public education system. Some learning system requirements are then identified and the State University of New York's (SUNY) public/private developmental experience is reviewed. An outline of the operational plan of the proposal includes objectives and action steps that are designed to engineer and demonstrate a technologically enhanced learning model. A management plan is also presented which includes the roles of project partners and steps in management. An assessment plan for the project is also identified and the dissemination plan for the project is described. Appended materials include letters of support from key participant organizations; a full project timeline; project staff resumes; and the detailed assessment plan. (JLB)

ED 375 829 IR 055 144

Oswald, Marilyn K.
Implementing and Maintaining Successful Flexible Scheduling in Elementary School Library Media Programs.
PUB DATE- Aug 94
NOTE- 86p.; M.S. Project Report, Mankato State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Context Effect; Cooperation; *Curriculum Development; Educational Media; *Educational Planning; Elementary Education; *Elementary Schools; Integrated Activities; *Learning Resources Centers; Library Instruction; *Library Skills; Program Implementation; Questionnaires; Surveys; Technology Education; Time Factors (Learning)
IDENTIFIERS- *Flexible Work Organization

Integrating a library skills curriculum requires that school library media programs be able to schedule instruction flexibly. Flexible scheduling describes a program in which the learning experiences of students are based on need rather than on routine weekly visits to the library media center for class instruction. To determine the factors that contribute to flexible scheduling and to find out what must be done to improve the chances of flexible scheduling, surveys were sent to elementary school library media specialists in the United States and Canada who had responded to Internet notices of the study. A literature review identified factors for study. Responses of 27 library media specialists indicated that the factors considered essential by media professionals in the literature were the same factors considered important by media specialists in the schools. Cooperative planning, however, although listed as a high priority, was not a regularly scheduled activity, usually because of time constraints.

Recommendations are offered to improve the capacity for flexible scheduling of instruction. Thirteen tables present study findings, and a copy of the questionnaire is appended. (Contains 38 references.) (SLD)

ED 375 869 JC 940 537

Mellander, Gustavo A.
The Community College Experience in the United States.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Access to Education; College Curriculum; *College Role; *Community Colleges; *Educational History; Higher Education; Two Year Colleges; *Two Year College Students

An overview is first provided of the community college in the United States. Introductory comments provide a brief description of the "discovery," exploration, and settling of the Americas. Next, a discussion is provided of the purpose of higher education in the United States, noting the fragmenting effects of local control and the lack of an unambiguous and fully accepted statement of the purposes of U.S. higher education. After examining the influences of European educational models on higher education, and particularly community colleges, in the U.S., the paper explores the beginnings of the nation's community colleges. Factors making the Western United States a compatible climate for community colleges are discussed, along with problems facing the early communities colleges. The Truman Commission on Higher Education and the G.I. Bill are discussed as major factors in the expansion of access to higher education and the growth of community colleges nationwide. The unique purposes of community colleges are discussed next, with respect to: (1) their orientation toward serving their community and its needs; (2) their role as a link between high schools and universities; and (3) their responsibility for students' individual development. Factors coalescing in opposition to the community college movement are discussed next, including competition for students, funding, educational elitism, and university reluctance to accept transfer students. A brief review of the characteristics of today's community colleges is followed by guidelines on starting a community college, covering the appointment of a citizens' committee, needs assessment studies, information dissemination to the public, winning support for establishing a college in elections, and governance. An appendix looks at the School-to-Work Opportunities Act and its potential impact on community colleges and their approaches to learning and work. (KP)

ED 375 887 JC 940 603

Entering Student Survey (1990-1993). Report #93-4.

PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Career Choice; Community Colleges; *Enrollment Influences; Questionnaires; *School Surveys; *Student Attitudes; *Student Educational Objectives; Student Motivation; Tables (Data); *Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Gateway Community Technical College CT

Each fall, Gateway Community-Technical College (GCTC), in Connecticut, surveys new students to ascertain academic and career plans, employment status, goals, and factors that influenced their selection of GCTC. This report presents comparative results from surveys conducted in fall 1990, 1992, and 1993 and includes the following data: (1) from 1990 to 1993, the percentage of students seeking bachelor's degrees declined from 35.1% to 30.5%, those seeking graduate degrees declined from 16.5% to 13.6%, while those seeking associate degrees and certificates rose from 56.4% to 60.4% and 5.8% to 9.2%, respectively; (2) in each of the 3 years, more than 60% indicated that they were certain of their program choice, approximately 20% were somewhat certain, and 5% were uncertain; (3) similarly, slightly less than two-thirds were very certain of career goals and 27% were somewhat certain; (4) for each year, about 70% indicated that they were employed, with a slightly higher percentage of full-time than part-time workers; (5) from 1990 to 1993, the percentage of students who were seeking employment increased, while the percentage of those that chose not to work or were unavailable for employment decreased; (6) since 1990, the most important reasons for attending have been to obtain a degree or certificate and to increase knowledge in an academic field; and (7) factors which consistently influenced attendance over the 3 years were course offerings, proximity to home, cost, academic reputation, teacher/friend advice, and former/current student advice. (KP)

ED 375 983 PS 022 864

Mobility and Young Children.
PUB DATE- Oct 94
NOTE- 25p.; Photographs might not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Welfare; Developed Nations; Developing Nations; Family Environment; *Family Mobility; Foreign Countries; Immigrants; *Migrant Children; *Migrant Programs; *Migrants; *Mobility; Nomads; Parent Child Relationship; Program Descriptions; *Transient Children; Violence; Young Children
IDENTIFIERS- Greece; *Gypsies; India; Ireland; Israel; Kenya; Malaysia; Thailand

This newsletter theme issue deals with the phenomenon of mobility or transience in India, Kenya, Greece, Ireland, Malaysia, Thailand and Israel. The primary focus is on mobility's effect on young children, specifically their health and education; some of the broader concerns also addressed by the newsletter are the causes of mobility and its effect on the economy. The newsletter notes that while some of the mobile populations are known as nomads or Gypsies or Travellers, others are known by their occupations such as plantation workers or construction site laborers. Projects and programs that work for the welfare of mobile families and their children are described. Other features in the newsletter are: reports on child-related issues in different countries, with a special mention of The Isolated Schools project in Portugal, which supports the development of educational resources for children living in isolated areas; reviews of books concerning social bias and multicultural education; and an article on violence against children. Summaries of new publications from the Foundation, a report from New Zealand on production of a video about a project for teaching Pacific Islands children, and information on resources are also included. (BAC)

ED 376 018 RC 019 877

Henderson, Allison; And Others
State Chapter 1 Migrant Participation and Achievement Information, 1992-93.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 82p.; For 1991-92 report, see ED 372 895.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Enrollment; Federal Aid; Mathematics Achievement; *Migrant Education; Preschool Education; Reading Achievement; *State Programs; Student Characteristics; Tables (Data); Teachers
IDENTIFIERS- Migrant Education Program; Student Support Services

This report summarizes participation and achievement data provided by state education agencies on the Chapter 1 Migrant Education Program (MEP) for 1992-93. The 1992-93 school year was marked by modest growth in the number of MEP participants. In both regular and summer terms, migrant participants were more likely to receive reading and mathematics than any other instructional service. Of 541,122 participants reported as an unduplicated count of regular and summer terms, 80 percent were Hispanic and 11 percent were White, not Hispanic. Fifty-seven percent were formerly migrant, 30 percent were currently migrant interstate, and 13 percent were currently migrant intrastate. Participation increased 2 percent overall, decreased 3 percent in the regular term, and increased 8 percent in the summer term. Four percent of participants were disabled, and 25 percent were limited-English-proficient. States reported achievement data in basic and advanced reading and mathematics for students in grades 2-12 using various norm-referenced models (one point in time, two points in time, and pretest/posttest models). Federal funding for Chapter 1 MEP was approximately $308.3 million, up 5 percent from the previous year. The allocation per participant was $570. Extensive data tables detail information for regular and summer terms on number, race or ethnicity, migrant status, age, gender, disability, and English proficiency of participants; services provided; full-time equivalent teachers and other staff; achievement results; and funding allocations by year and state. Appendices discuss program evaluation requirements, reporting problems, and methodology. (SV)

ED 376 086 SO 024 117

Levi, Albert William; Smith, Ralph A.
Art Education: A Critical Necessity. Disciplines in Art Education: Contexts of Understanding Series.
PUB DATE- 91
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Aesthetic Education; Art Criticism; *Art Education; Art Expression; Art History; Artists; *Discipline Based Art Education; Elementary Secondary Education; Fine Arts; Humanistic Education; Humanities; Visual Arts

This introductory volume of the five-part series, "Disciplines in Art Education: Contexts of Understanding," provides a philosophical rationale for the idea of discipline-based art education. The idea models humanistic fundamentals by answering the basic human needs to communicate and share experiences with others (art making), find a place in time and be reminded of things worth remembering (art history), and be reasonable in deliberations about matters of importance (art criticism and aesthetics). The volume consists of 8 chapters: (1) "The Arts in the United States Today"; (2) "The Arts and the Human Person"; (3) "The Creation of Art"; (4) "The Tradition of Art: Art History"; (5) "The Critique of Art: Art Criticism"; (6) "The Philosophy of Art: Aesthetics"; (7) "Toward a Humanities-based Conception of Art Education"; and (8) "Teaching Art as a Humanity." The chapters are followed by extensive notes, annotated suggested readings, and an index. (MM)

ED 376 104   SO 024 477

Meisler, Susan; Wakefield, David
The People's Republic of China: Who Should Own the Land? A Unit of Study for Grades 7-10.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian History; Foreign Countries; Grade 7; Grade 8; Grade 9; Grade 10; *History Instruction; *Land Use; *Modern History; *Ownership; Primary Sources; Rural Population; Secondary Education
IDENTIFIERS- *China

This unit begins by examining the problem of rural poverty in China in the 1940s. A variety of solutions attempted by the Chinese government between the mid 1940s and the present all aimed at the improvement of peasant living standards in the countryside. Because 80 percent of China's people are peasants, the Chinese Communist party saw the necessity of altering Orthodox Marxism from an urban to a rural focus. In the late 1940s and early 1950s, the government embarked on a program of land reform to obtain political support from poor peasants. In 1956 the government shifted dramatically to a system of communal land ownership similar to that which existed in the Soviet Union. After many twists and turns marked by both natural disasters and political upheavals, the government began in 1980 a new phase of private land ownership called the "Family Responsibility System." This unit examines the above progression of events. Lesson 1 dramatizes the inequality of land ownership between the gentry and peasant classes. Lesson 2 documents Mao Zedong's realization that peasant support was necessary to gain political power and describes the initial stages of land reform. Lesson 3 explains how peasant life was altered by the establishment of the communes. Lesson 4 describes the partial return to private management of land. Whenever possible, the student assumes the role of the peasant to dramatize and make relevant the choices that were faced. The student will evaluate the benefits and shortcomings of the different approaches to land ownership taken by the Chinese government. Contains 13 references. (Author/DK)

ED 376 141 SP 035 538

Richards, Carol; Killen, Roy
Collaborative Solutions to Key Problems in the Practicum.
PUB DATE- Jul 94
NOTE- 25p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Check Lists; College School Cooperation; *Cooperating Teachers; *Curriculum Development; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Higher Education; Music Education; *Practicums; *Preservice Teacher Education; Problem Solving; Student Teacher Supervisors; Student Teaching
IDENTIFIERS- Teacher Collaboration; *University of Newcastle (Australia)

A comprehensive practicum curriculum was designed with close collaboration between University of Newcastle (New South Wales, Australia) music education staff and experienced cooperating music teachers from area schools. Cooperating teachers and music education staff participated in a weekend seminar to identify practicum problems and determine ways to reduce problems by developing sets of tasks that student teachers should experience during each practicum. In interviews following implementation of the newly designed practicum, six cooperating teachers who had supervised music student teachers under the old and new practicum programs commented that checklists of activities were precise and helpful and that the new practicum gave students a clearer idea of the complexity of teaching and the breadth of teacher responsibilities, but that

there was little focus on making connections between practicum experience and university work. A survey of 18 student teachers revealed the perception that university supervisors and cooperating teachers did not always seem to share common expectations for the student teacher. Appendixes list issues associated with practicums, skills students should develop during practicums, tasks for second year practicum in music education, and practicum evaluation criteria. (Contains 19 references.) (JDD)

ED 375 732 HE 027 816

Colbeck, Carol

The Contexts of Academic Work: What Matters to Faculty. ASHE Annual Meeting Paper.

PUB DATE- Nov 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; Case Studies; College Administration; *College Faculty; Department Heads; Higher Education; *Incentives; Policy Analysis; Research Universities; *School Policy; *Teacher Attitudes; *Teacher Behavior; Teacher Motivation; Universities
IDENTIFIERS- *ASHE Annual Meeting

In order to understand how college faculty incentives and other policies influence faculty behavior, this inquiry used case studies to gain insight into faculty motivation and work behavior. Data collection involved semi-structured interviews with the department chairs and seven or eight tenured faculty in each of four departments and with each department's academic dean. Research was conducted at one research university and one comprehensive university. Analysis included tabulation of supports and constraints, comparison for similarities in themes, within-case analysis of each department, and a cross-case analysis for similarities and differences in policies and faculty responses. Four policies emerged as particularly important to faculty in at least three of the four departments: merit pay, course load, course releases, and admissions.

Overall, the analysis showed that what administrators say matters is frequently not what matters to faculty. For example, annual merit raises matter far less to faculty in this study than administrators think they do. When incentive policies were perceived as "pressures," they were not any more likely than regulations to motivate faculty. Faculty spoke of their perception that myriad policies serve actually to ensure that while teaching gets done, it does not impinge on research opportunities. (Contains 43 references.) (JB)

ED 375 752 HE 027 851

Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1993-94 and Recommendations for 1994-95.

PUB DATE- 9 Nov 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; College Athletics; College Instruction; Colleges; Community Colleges; Educational Attainment; *Educational Improvement; *Educational Objectives; Educational Policy; *Educational Quality; Enrollment; Extension Education; Financial Support; *Higher Education; Intercollegiate Cooperation; *Productivity; Program Descriptions; Program Evaluation; Public Service; Research; *State Programs; Universities
IDENTIFIERS- *Illinois

This report provides a summary and assessment of the results of the 1993-94 Priorities, Quality, and Productivity (PQP) initiative undertaken by the Illinois State Board of Higher Education and makes recommendations for consideration by the board to set directions for 1994-95. The first section describes state-level PQP activities in 1993-94. The second section provides an overview of campus and governing board actions taken during 1993-94 to increase productivity and improve quality in the areas of instruction, off-campus programming, administration and support, research and public service, and intercollegiate athletics. The third section assesses the actions taken by individual public universities, the community college system, and private colleges and universities and makes recommendations for 1994-95. The final section presents the staff's recommendations for board action to set directions for the PQP initiative during 1994-95. Two appendixes provide information on recent program changes at public universities (1992-1994) and guidelines for improving productivity in Illinois Higher Education. Contains 4 tables and 14 references. (MDM)

ED 375 905 JC 940 622

1994 Follow-Up Study of Fiscal Year 1993 Occupational Program Graduates.

PUB DATE- Oct 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *College Graduates; Community Colleges; Education Work Relationship; *Employment Patterns; Graduate Surveys; Job Skills; Labor Force Development; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Salaries; Technical Education; Two Year Colleges; *Two Year College Students; Vocational Education; *Vocational Followup
IDENTIFIERS- *Illinois Community College System

In March 1994, a study was conducted to determine the perspectives of Illinois community college graduates regarding their preparation for employment, their continuing education goals, and their satisfaction with their major and college services. A total of 6,245 occupational program graduates, including graduates of agriculture; conservation and renewable natural resources; marketing operations; engineering-related technologies; vocational home economics; parks, recreation, and leisure studies; construction trades; mechanics and repairers; and health professions and related sciences were surveyed approximately 6 to 9 months after program completion. A uniform survey instrument addressed the following topics: attendance objective, educational status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and major. Study findings, based on a 45.8% response rate, included the following: (1) 93.5% of the surveyed occupational graduates were either employed or continuing their education; (2) 90% were employed, and 88.5% of the employed graduates were working in a field related to their training; (3) 68.3% obtained employment after completing their training; (4) 90.8% remained in Illinois after graduation; (5) the average wage for all respondents was $11.48 per hour; (6) completers ranked the degree of satisfaction with their current jobs at 4.08 on a five-point scale; (7) overall, graduates gave positive scores to to the major components of their programs; and (8) student support services were all rated within the satisfied range. (KP)

ED 376 001 RC 019 838

Taylor, Jeffery
Fashioning Farmers: Ideology, Agricultural Knowledge and the Manitoba Farm Movement, 1890-1925.
PUB DATE- 94
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Agricultural Colleges; *Agricultural Education; Bureaucracy; Capitalism; Economics; *Educational History; Elementary Secondary Education; *Farmers; Foreign Countries; Government Role; *Ideology; Postsecondary Education; *Rural Education; Rural Extension; Social Sciences; Social Structure
IDENTIFIERS- *Agrarianism; Agricultural Economics; Agricultural History; *Manitoba

This book presents a study of educational institutions in Manitoba (Canada) agriculture before 1925, the dominant ideologies that resided there, and the impact of those ideologies on the agrarian movement. The first chapter overviews a variety of ideologies, state structures, and agrarian movements in North America during the late 19th and early 20th centuries. During this time, capitalist expansion, the development of a bureaucratic state, and the experience of working-class and women's movements in Manitoba were interrelated and contributed to divisions that developed during the 20th century. The second chapter outlines educational institutions in Manitoba agriculture during this period. Beginning in the 19th century, volunteer organizations such as agricultural societies and farmers' institutes were established for the production and transmission of agricultural knowledge. Manitoba Agricultural College (MAC) opened in 1905 and became the mainstay of agricultural education. Chapter 3 documents the internal evolution of MAC, relevant academic disciplines, agricultural education for children and youth, and rural adult education before and after the formation of an extension service. Chapters 4 and 5 analyze the theoretical and practical components of the dominant ideology including the emergence of rural social science disciplines such as agricultural economics, home economics, rural sociology, and rural education. Chapter 6 examines the context of the Manitoba agrarian movement, 1890-1925. This chapter addresses the tension between the dominant ideology and challenging popular ideologies such as the radicalism of the Patrons of Industry. The last chapter summarizes how dominant and critical elements interacted in the Manitoba experience. Contains over 350 references as well as 91 notes. (LP)

ED 376 041 SE 054 741

Rogers, Allen
Wild Wonderful Water. South Mountains State Park: An Environmental Education Learning Experience Designed for Grades 4-5.

PUB DATE- Mar 94
NOTE- 55p.; For related guides, see SE 054 736-744 and SE 054 746.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classification; Environmental Education; Grade 4; Grade 5; Intermediate Grades; *Parks; *Resource Allocation; Science Activities; Science Education; *Water Quality

IDENTIFIERS- Aquatic Life; *Aquatic Organisms; Environmental Awareness; Hands On Experience; Leaves (Trees); Metamorphosis; North Carolina State Parks System; *Stewardship; Water Quality Analysis; Watersheds

This activity guide, developed to provide hands-on environmental education activities geared to South Mountains State Park in North Carolina, is targeted for grades 4 and 5 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are: water quality; biotic index; indicator species; metamorphosis; native aquatic species; stewardship of natural resources; watersheds; and natural resource management. Includes a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about South Mountains State Park. (MKR)

ED 376 064 SE 055 146

Hungerford, Harold R.
Ecology: An Introduction for Non-Science Majors.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Ecology; Energy; Environmental Education; Habitats; Higher Education; Learning Activities; Pollution; Reading Materials
IDENTIFIERS- Biomes; Environmental Impact; *Environmental Issues; Man Nature Relationship; Population Ecology; Succession (Ecology)

This book is a basic introduction to ecological concepts for mature learners who do not have a science specialization yet want an introduction to the science of ecology. Each of six chapters begins with learner objectives and an anecdotal story written to introduce the reader to the chapter's content. Anecdotes are followed by explanations of ecological concepts related to chapter topics. Most chapters contain one to four activities which reinforce concepts introduced. Chapter topics include: (1) an introduction which focuses on historical human interactions with the Great Plains ecosystem including decimation of the Great Plains bison herds; (2) patterns of life and living systems; (3) energy and ecosystems; (4) populations; (5) succession, ecosystems change over time; and (6) humans and the ecological connection. Activity materials include activity intent, procedures, discussion questions, and worksheets. A glossary contains 110 ecology-related terms. (LZ)

ED 375 772 HE 027 871

Swoboda, Marian J., Ed.; Roberts, Audrey J., Ed.
Women Emerge in the Seventies. University Women: A Series of Essays, Volume III.
PUB DATE- 80
NOTE- 153p.; For other volumes in the series, see HE 027 869-872. Funding provided by the Elizabeth Conrad Fund.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletics; College Curriculum; *Educational History; Females; *Feminism; Higher Education; Life Style; *Political Socialization; Public Colleges; Reentry Students; Sex Bias; *Sex Discrimination; Sexism in Language; Social History; *Women Faculty; Womens Education; Womens Studies
IDENTIFIERS- *1970s; *University of Wisconsin; Wisconsin

This monograph reviews the role of women in the development of public higher education at the University of Wisconsin with special focus on the period of the 1970s. Essays are presented in the categories of the politicization of women, curriculum, language, athletics, lifestyle, and the re-entry woman. Essays include: "The Women's Movement and the University" (Bonnie Cook Freeman); "History of the Association of Faculty Women at Madison" (Ruth Bleier); "A History of the Wisconsin Coordinating Council of Women in Higher Education" (Jacqueline Macaulay); "Committee on the Status of Women at Milwaukee" (Jane Crisler); "Graduate Women Assess the Campus: A Case in Point about Sexism" (Jane Van Dyk); "A Women's Studies Plan for Wisconsin" (Karen Merritt); "The Women's Studies Program--Milwaukee" (Rachel I. Skalitzky); "Sedition in a Sexist Society: The Platteville Paradigm" (Barbara Parsons); "Chair, Chairman, Chairperson" (Carolyn Sylvander); "Women's Athletics at Madison and Title IX" (Kit Saunders); "Merging Two Careers and Marriage" (Agate Krouse and Harry Krouse); "We Have Hired Couples for Years" (Nancy Newell Moore); "The President's Wife: A Changing Role--Observations of a Chancellor's Wife" (Judith T. Guskin); "Child Care and the University" (Irene Kiefer); "Continuing Education: A Personal View" (Kathryn F. Clarenbach); "An E.B. Fred Fellow" (Fannie Hicklin); "Continuing Education Services in the UW System" (Peg Geisler); "Meeting the Needs of Re-entering Students: Developing a Course at Stevens Point" (Isabelle Stelmahoske); "A Remarkable Woman: Grace Pilgrim Bloom (1886-1978)" (JoAnn Hinz); "From Undergraduate to Judge at Sixty" (Betty D. Brown). Some essays contain references. (JDD)

ED 375 792 HE 027 891

Zimbler, Linda J.
Faculty and Instructional Staff: Who Are They and What Do They Do? 1993 National Study of Postsecondary Faculty. Survey Report.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Oct 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Employment Level; Ethnicity; Full Time Faculty; Higher Education; Part Time Faculty; Race; Tables (Data); *Teacher Characteristics
IDENTIFIERS- National Study of Postsecondary Faculty

This publication is the first to be released from the 1993 National Study of Postsecondary Faculty (NSOPF93), a study about faculty and instructional staff (n=31,354) in higher education institutions. Through text, tables, and figures, it analyzes the number and representation of faculty and instructional staff, employment status, principal activity, principal discipline of teaching, and racial/ethnic representation in the various teaching disciplines. Technical notes about the study are provided. Tables include: percentage distribution of faculty and instructional staff, by employment status, type and control of institution, rank, race/ethnicity, and gender; percentage distribution of full-time and part-time faculty and instructional staff, by principal activity, type and control of institution, rank, race/ethnicity, and gender; percentage distribution of full-time and part-time faculty and instructional staff, by activity and faculty status, type and control of institution, rank, race/ethnicity, and gender; percentage distribution of full-time and part-time faculty and staff with any instructional responsibilities, by race/ethnicity, gender, type and control of institution, program area, and rank; and standard errors of the proportions of full-time and part-time faculty and instructional staff, by type and control of institution, rank, race/ethnicity, and gender. (JDD)

ED 375 811 IR 016 865

Dusewicz, Russell A.; Beyer, Francine S.
Delaware Computer Inservice Program Evaluation.
SPONS. AGENCY- Delaware State Dept. of Public Instruction, Dover.
PUB DATE- Sep 88
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; *Evaluation Methods; *Inservice Teacher Education; Program Evaluation; *Program Implementation; State Programs
IDENTIFIERS- Delaware

This document represents the final report for an evaluation study of the Delaware Computer Inservice Program. The purpose of this program was to increase the use of computers in traditional subject areas. The program was pilot tested in three schools, each from a different district in Delaware, during the 1987-88 school year. The focus of the evaluation was on the study of the implementation of the program, its effectiveness, and its suitability for replication in schools throughout the state. This report begins by reviewing the background and purpose of the study and describing the program, including its goals and components. The three principal components are identified as training of trainers, inservice training, and implementation. The evaluation design and procedures are then presented. The evaluation focused on questions related to the three components, and the evaluation instruments used are described in detail by program area. The results and conclusions of the evaluation are presented for each component. On the basis of the evaluation data collected, recommendations are made in the areas of computer availability, computer literacy, program coordination, and focus of training. The evaluation forms used in the study are appended. (JLB)

ED 375 850 IR 055 249

Woodsworth, Anne; And Others
The Future of Education for Librarianship: Looking Forward from the Past.
PUB DATE- Apr 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Core Curriculum; Futures (of Society); Higher Education; *Information Management; *Information Science Education; Information Sources; Librarians; *Library Education; Library Schools; *Professional Continuing Education; Student Recruitment

The subject of this analytical bibliography is the future of education for librarianship. Its purpose was to cover English-language publications since 1980 and selected "classic" authors of the past, and to synthesize the trends and concepts that emerge. The first section presents a brief synthesis of each of the major issues/trends that emerged from the literature followed by an alphabetical list of the citations from which the analysis was drawn. The major issues identified are accreditation, certification, and standards; curriculum; continuing education; extended educational preparation; information science, information resource management, and related fields; interdisciplinary linkages; international perspectives; non-classroom experiences; recruitment and admission; specialization; technology; and theory versus practice. The second section contains an annotated bibliography of 167 items published after 1980 together with older landmarks in the field. Section three lists citations of works that were identified as potentially relevant but were not reviewed. (JLB)

ED 375 924   PS 022 452

Welfare Reform and Head Start.

PUB DATE- 11 Apr 94
NOTE- 15p.; Document generated from paper, "Two Essential Components for Welfare Reform," researched and prepared by Erica E. Tollett, Senior Public Policy Analyst for the National Black Child Development Institute, September 16, 1993.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Employment Opportunities; Family Programs; *Federal Programs; Government Role; Job Training; Parent Education; Political Attitudes; *Poverty Programs; Preschool Education; Public Policy; *Social Action; *Welfare Services
IDENTIFIERS- Family Support; *Project Head Start; *Welfare Reform

This paper examines the status of social welfare programs in the United States and recent efforts to reform such programs. It proposes key issues that need to be addressed in any attempt to overhaul the federal welfare system. Welfare reform should ensure that: (1) those families on public assistance are able to meet their basic needs in order to provide them the time and incentive to prepare for the job market; (2) the wages and benefits received from employment are adequate to support a family and provide for future growth; (3) there are real jobs that provide opportunities for security and adequate training resources as families make this transition; and (4) there is a system in place to provide "quality" child care to recipients not only while they are in training, but also long enough after training so that parents do not have to quit work in order to care for their children. The paper argues that Head Start can and should be an active partner in any effort to implement this system; the idea of "breaking the cycle of poverty" was the basis of the introduction of the Head Start program in 1965. (MDM)

ED 375 944 PS 022 656

Korn, Jeanne
Increasing Teachers' and Students' Skill Levels of Conflict Resolution and Peer Mediation Strategies through Teacher and Student Training Programs.

PUB DATE- 94
NOTE- 128p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aggression; Change Strategies; *Conflict Resolution; Elementary Education; *Interpersonal Communication; *Interpersonal Relationship; Problem Solving; Program Descriptions; Questionnaires; *Teacher Workshops
IDENTIFIERS- *Conflict Management; Peer Mediation

An increase in verbal and physical encounters among elementary students led to the implementation of a conflict resolution program to assist teachers and students in solving interpersonal problems. The project was implemented over 8 months in grades three through five in a private elementary school. The goal of the project was to teach students and teachers to use more effective mediation skills when solving conflicts with peers. To achieve its goals, the program focused on communication skills, practice in problem-solving strategies, and exposure to techniques in cooperation and affirmation. The expected outcome was that 8 of the 10 teachers in need of training would develop an understanding of conflict resolution strategies, and 40 of the 50 students would begin using conflict resolution strategies to solve their problems. Outcomes were measured through analysis of results of pre- and post-implementation assessments. As a result of the program, all 10 teachers developed an understanding of effective conflict resolution strategies, and 46 of the 50 students reported the use of conflict resolution strategies. (Appendices include faculty and student assessments, a teacher training packet, student mediation activities, and the letter to parents. Contains 21 references.) (SWW)

ED 375 965 PS 022 785

Haglund, Jill; Larson, Nola
Collaboration: Because It's Good for Children & Families: A Wisconsin Resource Manual.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Coordination; Delivery Systems; Disabilities; Inclusive Schools; Individualized Education Programs; Models; Preschool Education; *School Community Relationship; School Districts; Special Education; Young Children
IDENTIFIERS- Administration for Children and Families; Family Support; Individuals with Disabilities Education Act; *Project Head Start; Resource Access Projects; *School Based Services; Wisconsin Department of Public Instruction

This resource guide provides a rationale for collaboration among social agencies and answers some of the questions about cooperation and collaboration between Head Start programs and local school districts. Steps in the process in developing interagency agreements are outlined to assist local education agencies and Head Start programs in developing their own agreements for the benefit of everyone, especially children with special needs and their families. Programs in Wisconsin provide the examples and case studies of collaborative efforts used throughout this resource book. The guide first provides rationales for collaboration between Head Start and local education agencies, noting that such cooperation can: (1) enhance functional skills, promote learning for children with diverse developmental levels, and increase social competency; (2) provide opportunities to better address the comprehensive needs of children and their families; and (3) provide shared resources to develop a comprehensive and interconnected service delivery system. The stages of collaboration are then addressed, followed by descriptions of areas for collaboration and potential strategies to address each area. Next, the guide discusses practical applications of Head Start as a placement for disabled children and the use of Individualized Education Programs for such children. Finally, the guide answers commonly asked questions about agency collaboration in several areas, including financial responsibility and staff qualifications. Appendices include: (1) a sample of the joint agreement between the Department of Public Instruction and Head Start of Wisconsin; (2) criteria comparison chart for Head Start eligibility; (3) questions and answers related to the multi-team process for preschoolers with exceptional educational needs; (4) a description of the Merrill (Wisconsin) Little Learners' Head Start and Merrill Area Public Schools' Exceptional Education Needs Inclusion Model; and (5) a bibliography on collaboration. (WP)

ED 376 123 SP 035 507

Russell, Tom
Teaching To Better Understand How a Teacher Learns To Teach: Can the Authority of Personal Experience Be Taught?
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994). For related paper, see SP 035 506.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Experiential Learning; Foreign Countries; Higher Education; High Schools; Methods Courses; Physics; *Preservice Teacher Education; Professional Development; Science Teachers; *Self Evaluation (Individuals); Student Teachers; Teacher Educators; *Teaching Experience
IDENTIFIERS- *Queens University of Kingston (Canada)

This paper reports the results of a deliberate effort to help preservice science teachers improve their ability to learn from experience and take charge of their own professional development as teachers. The study was conducted by a teacher educator who simultaneously taught a physics methods course and a 12th-grade physics class and thereby learned to "listen to his own experience" and listen to his students. Data sources for the study included small-group interviews with and personal journal entries by student teachers at Queen's University in Kingston, Ontario (Canada). Student teachers were asked to "listen to yourself" (their own sense of good teaching and learning) and to "listen to your students" (what they say about good teaching and learning). The "before and after" story of a student teacher who became a physics and mathematics teacher is offered to illustrate the point that it is necessary to examine one's own teaching during the preservice program in order to be able to subsequently judge the impact of experience. Analysis of students' statements after their practicum experiences indicate that the "authority of experience" can be taught in a significant way to those entering the profession. (JDD)

ED 376 161 SP 035 585

Sudzina, Mary R.

Consequences of Preservice Participation in a National Case Competition.

PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Competition; *Cooperative Planning; Elementary Secondary Education; Group Activities; Higher Education; Learning Experience; Participative Decision Making; Preservice Teacher Education; Problem Solving; *Student Development; Teacher Educators; Teacher Student Relationship; *Teamwork
IDENTIFIERS- *Case Method (Teaching Technique); Preservice Teachers; *Teaching Contests; University of Dayton OH

This paper chronicles the transition and adjustments of a teacher educator and a group of preservice teachers from the application of the case study method in their university classrooms, to their preparation for and participation in a national team case competition, to the impact of this experience on their subsequent personal and professional activities. The prospect of a team case competition offered an unusual opportunity for preservice teachers, who were used to competing exceptionally well individually, to preview an unknown situation together and collaboratively find the best solution(s). As these preservice teachers practiced their problem-solving skills, they also learned to research, network, and collaborate to compete. These experiences resulted in a sense of personal and professional empowerment among team members, inspiring them to establish a similar competition at their home institution and to present their findings through presentations and symposia. An unexpected consequence was the continuing relationship of faculty with individual team members, resulting in a virtual case competition win, and faculty involvement in an innovative teaching initiative across five teacher preparation institutions involving Internet technology and multimedia multicultural cases. (Author/LL)

ED 375 984   PS 022 912

Morrisset, Colleen E.; Lines, Patricia
Learning Link: Helping Your Baby Learn to Talk.

PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Child Language; *Developmental Stages; Infant Behavior; Infants; *Language Acquisition; Learning Activities; *Oral Language; Parent Child Relationship; Speech Skills; Toddlers; *Verbal Development; Verbal Learning; Vocabulary Development

Noting that young children learn to talk at different ages but within certain developmental boundaries, this document presents two charts to help parents facilitate their toddler's speech. The first chart lists characteristics to look for in a growing, healthy baby at various ages between 3 months and 24 months, and suggestions for when to talk to a professional regarding deficits in developing speech behavior. The second chart suggests activities that parents can do with their child, at various ages from birth to 2 years, to help their child develop speech. Activities include talking to an infant and maintaining eye contact, teaching a toddler simple songs and nursery rhymes he or she can repeat, letting the child play "telephone," and asking the child questions about books, about friends and activities, and about the world around them. (HTH)

ED 376 087 SO 024 120

Brittain, W. Lambert, Ed.
Viktor Lowenfeld Speaks on Art and Creativity.
PUB DATE- 85
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Aesthetic Values; *Art Education; Art Therapy; *Creative Expression; Creativity; Early Childhood Education; Elementary Education; Self Expression
IDENTIFIERS- *Lowenfeld (Viktor)

This retrospective compilation of speeches and ideas by Viktor Lowenfeld is representative of his work between the years 1946 to 1960 and reveals his concern with the importance of creativity in education. Nine chapters present Lowenfeld's thoughts: (1) "On the Significance of Individual Creative Expression"; (2) "On the Discrepancy Between Our Scientific and Social Values"; (3) "On the Importance of Early Art Expression"; (4) "On Fostering Creative Sensitivity"; (5) "On Integration in Art and Society"; (6) "On Creativity in Education"; (7) "On Research and the Creative Process"; (8) "On the Adolescence of Art Education"; (9) and "On Stereotypes and the Insecure Child." (MM)

ED 375 715 HE 027 799

Seagren, Alan T.; Wang, Han Hua

Marginal Men on an American Campus: A Case of Chinese Faculty.
ASHE Annual Meeting Paper.

PUB DATE- 13 Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Americans; Chinese Culture; *College Faculty; Cultural Awareness; *Cultural Differences; Cultural Traits; *Faculty College Relationship; Higher Education; Immigrants; Intercultural Communication; Interviews; Males; Teacher Attitudes; *Work Environment
IDENTIFIERS- *ASHE Annual Meeting; *Chinese People; Marginal Man Theory

This study used the marginal man theory to try to understand the work experiences of a group of Chinese immigrant professors at American institutions of higher education. Marginal man theory describes an individual with dual, perhaps not resolvable identities in two cultures. Five male professors at a Midwestern university participated in the study which gathered data through ethnographic interviews with the faculty, all males in their forties and none with tenure. Analysis revealed four cultural themes with regard to marginality: (1) conservative environment; (2) clash of two instructional study subcultures; (3) aloofness in human relationships; and (4) linguistic marginality. The analysis also found that the participants were generally satisfied with their jobs. Many seemed to have developed a "comparative edge," an ability to weigh the pros and cons of their two cultures gained through their dual knowledge and experiences. This comparative edge derived from their willingness to embrace both cultures and try to combine the best of both. For instance, differences in Chinese and American pedagogical methods caused these professors to draw on the strengths of both methodologies and see the impact of cultural clash clearly. Degree of marginality appeared to be related to both configuration of organizational structure, acceptance of diversity in organizational culture, and length of time an individual had been in their position. (Contains 14 references.) (JB)

ED 375 733 HE 027 817

Golde, Chris M.
Student Descriptions of the Doctoral Student Attrition Process.
ASHE Annual Meeting Paper.
PUB DATE- 13 Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Faculty; Departments; *Doctoral Programs; Dropout Attitudes; Dropout Characteristics; Dropout Prevention; Dropout Research; Dropouts; Educational Experience; *Graduate Students; Graduate Study; Higher Education; *Student Attrition; Student Behavior; Student College Relationship; Student Motivation; Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting

This study, part of a larger project on doctoral student attrition, presents an in-depth account of the educational experiences of three doctoral students who dropped out. The students, a woman in sociology who left after the first year, a man in psychology who completed all but a dissertation, and a woman in Art History who left after four years of study, were interviewed for an hour. In presenting and analyzing the interviews the study examined chronological descriptions of the graduate school career, and key issues in each student's experience selected for their richness and centrality with a particular focus on the role of departmental context. Four interpretive themes emerged from the narratives: (1) in contrast to current views that see some aspects of attrition as a healthy sorting process, the participants' stories suggested that they had proved their abilities and might have persisted with active intervention from the department; (2) students shared an implicit expectation of a caring advisor and a nurturing community and when they did not experience it they felt deprived and alienated; (3) all three students prevaricated in telling their departments why they were leaving; and (4) all three stories showed a dynamic interplay of structure and agency as each person negotiated organizational structures and their own motives. (Contains 30 references.) (JB)

ED 375 830 IR 055 146

Wright, A. J.

Futures of the Book: A Preliminary History.

PUB DATE- Sep 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Books; Computer Software; *Electronic Text; *Futures (of Society); History; *Information Literacy; Inventions; Obsolescence; Preservation; Printed Materials; *Technological Advancement; User Needs (Information)
IDENTIFIERS- *Authority; *Electronic Books

The importance of the printed word is being questioned with the advent of technological innovations, and in the age of electronics, reading is no longer confined to the printed page. Whether the book shall survive is being questioned as electronic surrogates appear and computer technology alters the publishing process. An entire product can be disseminated by electronic distribution. Theoretical and working models of the electronic book have been developed; they are represented in simple form by the hand-held electronic language dictionaries, and more sophisticated models are available. The ideal electronic book should embody the flexibility and portability of the printed book and even improve on these benefits. If the function and authority of print migrate to other media, a role may still remain for books as printed books permit greater stability and a preservation of textual authority. No matter how rosy the future of electronic information, the questions of textual authority and preservation remain. (Contains 108 references.) (SLD)

ED 375 870 JC 940 538

Mellander, Gustavo A.; Mellander, Nelly
Towards an Hungarian Community College System.
PUB DATE- Aug 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; *Educational Change; *Educational Development; *Educational Finance; Educational Planning; Foreign Countries; Government School Relationship; International Educational Exchange; School Business Relationship; *School Organization; Two Year Colleges
IDENTIFIERS- *Hungary

This report, based upon the experiences of researchers visiting Hungary in summer 1994, highlights issues of the computability and adaptability of American community colleges to the developing Hungarian postsecondary educational system. The researchers visited with the representatives of the government and universities as well as with private individuals to determine the expectations for the postsecondary system. Visits were conducted at four college locations (Szekesfehervar, Kecskemet, Balaton Akademia, and Szombathely), and each site's current program, relationship to its constituents, and future plans were evaluated. The results of the visits and interviews indicated that Hungarian educational policy makers have a desire to encourage more students to transfer to universities, to provide short-term vocational and occupational training, and to offer more life-long learning opportunities. The report's recommendations include: (1) the creation of a master plan by government, business, and educational leaders; (2) the inclusion of community colleges in the Hungarian higher education configuration; (3) the utilization of national feasibility/needs assessment studies to accurately gauge student, academic, national, and community needs; (4) integration with and involvement of the local community in college establishment, organization, and governance; (5) the establishment of a U.S.-Hungarian Partnership to secure ongoing assistance by experienced community college leaders from the United States; (6) the use of existing facilities, such as former Soviet army barracks, and the development of international funding sources to speed the development of the Hungarian community college system; and (7) the establishment of a U.S. assistance project based in Hungary. (MAB)

ED 375 888 JC 940 604

Graduate Survey, 1993 Report #94-1.

PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Part Time Employment; *Student Attitudes; Tables (Data); Two Year Colleges
IDENTIFIERS- Gateway Community Technical College CT

Each December, Gateway Community-Technical College (GCTC), in Connecticut, surveys graduates from the previous spring to determine their educational outcomes, employment status, and perceptions of GCTC's programs and services. In 1993, 457 degrees and certificates were awarded. Of these graduates, 255 responded to the survey, creating a sample that was 65.5% female, 82% white, and had graduated with an average of 61.3 credits. Survey findings included the following: (1) 37.3% indicated transfer as an educational goal, 24.3% indicated career change, and 19.2% indicated training for a first job; (2) over 75% of the students intending to transfer and of those seeking to change careers achieved their goal, compared to 92% of those seeking training for a first job; (3) 76.5% of the respondents were employed while attending college, while 54.9% had attended GCTC full-time; (4) 81% indicated that they rarely or never participated in extracurricular activities; (5) 44% were currently continuing education at another college or university, 31% in public and 34% at private in-state schools; (6) 53% were currently employed full-time; (7) with respect to evaluations of college programs and services, the highest ratings were given to the accuracy of academic records, the quality of texts used, and faculty understanding and depth of subject; and (8) conversely, the services receiving the lowest ratings were parking, the cafeteria, events, and registration. The survey instrument, a comparison of findings for GCTC and the entire state technical college system, and tabled responses regarding the evaluation of program and services are appended. (KP)

ED 375 906 JC 940 623

Coady, Sharon; And Others
Total Quality Management in the Community College: Concept, Application, Implementation--Lessons Learned.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Principles; Case Studies; Change Strategies; *College Administration; College Planning; Community Colleges; Educational Quality; *Management Systems; *Organizational Change; *Quality Control; *Total Quality Management; Two Year Colleges

Based on the work of the National Alliance of Community and Technical Colleges and the Center on Education and Training for Employment, this document addresses the subject of Total Quality Management (TQM) in the community and technical college by examining the concept, application, and implementation of TQM and the lessons learned. First, "The TQM Concept and Its Approach to Effecting Change," by Tina Lankard, describes TQM as a system and philosophy of organizational management with the potential for increasing quality, productivity, and customer satisfaction. Next, "The Need for Cultural Transformation," by Stanley J. Spanbauer, describes the conceptual changes that result from the adoption of a TQM philosophy and the transformation in organizational culture necessary for the adoption of TQM. Spanbauer focuses on balancing the technical and human/social aspects of the concept, changes in management and leadership, and change in the relationships between management and faculty and staff. In the final chapter, "Application of TQM in the Community College: Lessons Learned," Sharon Coady of Edison Community College and Billy Hair of Savannah Technical Institute share their colleges' experiences in implementing TQM. (KP)

ED 376 019 SE 053 531

Grants for Science Education, 1992-1993.
PUB DATE- 93
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Biomedicine; *Grants; Higher Education; *Research; *Science Education; Secondary Education

To help strengthen education in medicine, biology, and related sciences, the Howard Hughes Medical Institute (HHMI) launched a grants program in these areas in 1987. The grants support graduate, undergraduate, precollege and public science education, and fundamental biomedical research abroad. This document provides summaries of all projects receiving grants in 1992 and is also, in effect, a 1992 annual report for each Programmatic Area supported by HHMI. (ZWH)

ED 376 020 SE 053 681

Al-Kunifed, Ali; And Others
Investigation of High School Chemistry Students' Concepts of Chemical Symbol, Formula, and Equation: Students' Prescientific Conceptions.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; Grade 11; High Schools; *High School Students; *Knowledge Level; *Mathematical Concepts; *Misconceptions; Prior Learning; Science Education; Scientific Concepts; *Student Attitudes

The purpose of this study was to assess the impact of eighteen 11th grade high school chemistry students' prior mathematical knowledge on their understanding of certain chemical concepts (symbol, formula, and equation). It also investigated students' ideas about the meaning of plus sign, reaction sign, and the relationships between subscript, and coefficient. A combination of quantitative and qualitative methods were employed in a two-stage approach involving a preliminary study and a main study over one academic school year. The cooperating high school chemistry teacher was an active participant consultant throughout the research process. The findings indicated that about one-third of the interviewed students held common prescientific conceptions and the remainder of the students held unique concepts. The identified prescientific conceptions were common and prevalent among the students regardless of achievement level, sex, interest, age, and prior knowledge, and seemed to have different causes/sources. Based on these findings, recommendations are made and implications are suggested for high school chemistry teachers, curriculum developers, and chemistry education researchers. (Author)

ED 376 042 SE 054 742

Sessoms, James D.

Carolina Baywatch. Singletary Lake State Park: An Environmental Education Learning Experience Designed for Grades 6-8.

PUB DATE- Apr 94

NOTE- 50p.; For related guides, see SE 054 736-744 and SE 054 746.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Data Collection; Ecological Factors; *Ecology; Environmental Education; Grade 6; Grade 7; Grade 8; *Habitats; Intermediate Grades; Junior High Schools; *Parks; Science Activities; Science Education; Science Equipment; Temperature; *Water Quality

IDENTIFIERS- Aquatic Life; *Aquatic Organisms; Environmental Awareness; Hands On Experience; Leaves (Trees); Metamorphosis; North Carolina State Parks System; *Stewardship; Water Quality Analysis; Watersheds

This activity guide, developed to provide hands-on environmental education activities geared to Singletary Lake State Park in North Carolina, is targeted for grades 6, 7, and 8 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. In these activities students will have the opportunity to learn water quality testing methods, visit a bay lake and perform actual tests, and discover and test water sources at school. Major concepts included are: water quality, data collection, pH, water testing, animal adaptations, and geomorphology of a Carolina bay lake. Includes a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about Singletary Lake State Park. (MKR)

ED 376 065 SE 055 151

Gagliardi, Raul; Alfthan, Torkel
Environmental Training: Policy and Practice for Sustainable Development.

PUB DATE- 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Opportunities; Educational Policy; *Environment; *Environmental Education; Foreign Countries; Higher Education; *Policy; *Sustainable Development; Teaching Methods; Training Methods; *Training Objectives
IDENTIFIERS- Environmental Awareness; *Environmental Literacy

Increasing awareness of environmental issues and the implementation of environmental programs have spurred the need for education and training for sustainable development in many countries. Analytical concepts and practical tools necessary for formulating environmental training policies are discussed. Also, major education and training issues raised in "Agenda 21," the Plan of Action adopted by the United Nations Conference on Environment and Development are addressed. Policy for three major types of environmental training are discussed including environmental literacy training for the general public, job-related environmental literacy training, and environmental training for people engaged in environmental protection jobs. Five parts cover the topics of: (1) environmental policies and training; (2) environmental training policy; (3) the salient characteristics of environmental training; (4) environmental training: institutional strategies and methods; and (5) training for major actors in the environmental area. A bibliography contains 54 references, and an annex contains a report on a meeting held to examine the draft final report "Environmental Training: Policy and Practice." (LZ)

ED 376 105 SO 024 478

Laichas, Tom; Ingersoll, Tom

Congress Debates Slavery, 1790-1800: A Unit of Study for Grades 10-12.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Debate; Grade 10; Grade 11; Grade 12; High Schools; *History Instruction; *Legislators; Persuasive Discourse; Political Issues; Primary Sources; *Slavery; *United States History
IDENTIFIERS- *Congress; United States Constitution

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. By studying primary sources of a crucial turning point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. The First Amendment guarantees each citizen's right "to petition the government for a redress of grievances." Within months after Congress sent the Bill of Rights to the states for ratification in 1789, antislavery forces took full advantage of this fundamental liberty. By doing so, they provoked Congressional debates so stormy that within 18 months of the Constitution's ratification the House of Representatives already rang with the dire threat of civil war. The United States was born with the problem of conflicting sectional interests, and this unit is designed to reveal that the debate over slavery, the most heated example of sectionalism, began almost immediately after ratification of the Constitution. This unit documents the first Congressional debates over slavery and raises for students the fundamental political questions regarding this national issue which remained significant through 1860. At the same time, the debates themselves refer frequently to the key political controversies of the 1790's, demonstrating that slavery was not debated in a political vacuum. Lesson plans include: (1) predicting political behavior; (2) accounting for political behavior in the 1790 and 1800 debates; and (3) evaluation of arguments. Contains 5 references. (Author/DK)

ED 376 142 SP 035 539

Horsley, Mike; Young, Carmel

Textbook Usage in the Implementation of the New History 7-10 Syllabus: A NSW Perspective.

PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Course Descriptions; *Curriculum Development; Foreign Countries; *History Instruction; Interviews; Secondary Education; Secondary School Teachers; *Teacher Attitudes; *Textbooks
IDENTIFIERS- *Australia (New South Wales)

In 1993, a new history syllabus for years 7-10 was implemented in schools in New South Wales (Australia). The syllabus mandated 100 hours of study of Australian history, to include 5 broad topics: Australian identity, Australian heritage, international relations, women's history, and Aboriginal history. Interviews with eight teachers and an examination of textbooks in metropolitan Sydney revealed that the majority of schools had purchased copies of "Checkerboard," the first published text supporting the new syllabus. Some schools had purchased topic books and kits that covered specific course sections. In the majority of schools, the mandated hours had been placed in years 7-8. Teacher reactions to the syllabus reflected both concerns over the planning processes at the school level as the syllabus was introduced and concerns about the syllabus as a reflection of substantive and syntactic representations of the discipline of history. A number of concerns were expressed about the syllabus' inquiry-based approach. The "heritage" and "international relations" areas of the course were felt to be difficult to resource. The study concludes that school-based curriculum development is still alive, that book budgets to implement the course were small or nonexistent, and that schools developed their own printed resources to support the course. (Contains 14 references.) (JDD)

ED 375 753 HE 027 852

Report of the Committee To Study Affordability.

PUB DATE- 9 Nov 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; Colleges; Community Colleges; Cost Effectiveness; *Educational Finance; *Educational Policy; Financial Support; *Higher Education; *Paying for College; State Standards; *Student Costs; *Tuition; Universities
IDENTIFIERS- *Illinois

This report addresses college affordability in Illinois from the student's perspective and makes specific recommendations to improve affordability at public institutions of higher education. The report also seeks to make students and their families more aware of the close connection between academic preparation, progress, and college costs. It recommends that colleges and universities make every effort to control increases in tuition, fee rates, and other students costs, and that institutions establish multi-year tuition and fee plans. Governing boards should include tuition and fee requests in their fall budget submissions in order to better inform students and their families of upcoming cost increases. It also recommends the publication of an annual affordability report to ensure that governing boards have updated and comprehensive information about students' ability to pay and other factors as they make their annual decisions about tuition and fee rate increases. Three appendixes provide information on the Illinois Board of Higher Education's goals, objectives and priorities; current board policies; and a list of publications of the Illinois Student Assistance Commission. (MDM)

ED 375 773 HE 027 872

Swoboda, Marian J., Ed.; And Others
Women on Campus in the Eighties: Old Struggles, New Victories. University Women: A Series of Essays, Volume IV.
PUB DATE- 93
NOTE- 117p.; For other volumes in the series, see HE 027 869-871. Funding provided by the Elizabeth Conrad Fund.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Disabilities; *Educational History; Females; *Feminism; Higher Education; Public Colleges; Sex Bias; Sex Discrimination; Social History; *Women Faculty; Womens Education; *Womens Studies
IDENTIFIERS- *1980s; *University of Wisconsin System

This volume of essays focuses on the programs and people in the women's movement at the University of Wisconsin (UW) System who shaped, and were shaped by, the decade of the 1980s. The first part, "Programs," reflects the broadened concerns of the women's movement, with programs which affected women at all levels of society. The second part, "Personal Voices," reflects on the growth and development of women's studies on college campuses and their professional as well as personal focus. The last part pays tribute to the lives and scholarship of five eminent women faculty members and offers a glimpse at the ways their fields intersected with feminist scholarship and activism. Essays include: "Women's Studies Outreach: Evolution at Extension" (Kathryn F. Clarenbach and Dolores H. Niles);

"Meeting the Needs of Disadvantaged Women: The Single Parent Self-Sufficiency Program" (Elizabeth K. Reedy); "The 'Real World,' Women of Color, and the Curriculum at UW-Eau Claire" (Jane M. Pederson); "Women on the Margin: College Women Who Have a Disability" (Mary Hopkins-Best and others); "Collaborating for Change: The UW System Women's Studies Consortium" (Jacqueline Ross and Susan Kahn); "Women's Studies Librarian" (Sue Searing); "The Professional Socialization of Women's Studies Scholars: Living, Learning, Doing" (Sharon Nero); "A New Direction for UW-Stevens Point" (Kathy Ackley); "Coming from Behind: Women's Studies at UW-River Falls" (Laura Quinn); "On Trying a Feminist's Soul" (Estella Lauter); "Women's Studies in Prison: Lessons for Offenders, Lessons for Educators" (Rhonda Ambuehl and Barbara Sniffen); "Women with Disabilities in Higher Education: A Personal Perspective" (Sue A. Schmitt); "Salary Equity: A Legal Case" (Louise Witherell); "Sexist Language is Alive and Well at the University of Wisconsin-Milwaukee" (Eleanor Miller); "Ruth Bleier: Feminist Scientist" (Sue Rosser); "In the Days When Nutrition was New" (Dorothy Pringle); "Nancy Datan: 'My Candle Burns at Both Ends'" (Dean Rodeheaver); "A Tribute to Raquel Kersten" (Virginia Gibbs). (Some essays contain references.) (JDD)

ED 375 851   IR 055 250

Council on Library Resources, Inc. Thirty-Fifth Annual Report 1991.

PUB DATE- 91

NOTE- 66p.; For the 34th and 37th annual reports, see ED 351 045 and ED 368 376; for the 36th annual report, see IR 055 251.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; Annual Reports; *Grants; Higher Education; *Information Needs; Library Administration; *Library Education; *Library Research; Library Services; Research Libraries

IDENTIFIERS- *Council on Library Resources; Sponsored Research

This review of Council on Library Resources (CLR) activities for 1990/91 begins with status reports on the following CLR managed projects: professional education, including the Academic Library Management Intern Program and CLR/Kellog fellows; bibliographic systems; science and engineering, including the CLR/National Science foundation Project and a National Engineering Information Service; books for Indian Colleges; and the CLR Research Program. Brief descriptions are provided of grants and contracts made by CLR in fiscal 1991 for projects in research including the special grant program "Setting Library Policies and Priorities in Research Universities"; access services; cataloging and bibliographic services; and librarianship. The final report of the Advisory Committee on Library Education, "Library Schools in Research Universities" (Warren J. Haas), is appended. Also included are lists of program committees and project participants; lists of publications and reports resulting from CLR programs; program guidelines and grant application procedures; financial statements on active projects and an index. (JLB)

ED 375 925 PS 022 459

Tremper, Charles; Kostin, Gwynne
No Surprises: Controlling Risks in Volunteer Programs.
PUB DATE- 93
NOTE- 68p.; Prepared in cooperation with the American Bar Association Task Force on Risk Management and Avoidance for Volunteer Organizations and in cooperation with Points of Light Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Administrator Responsibility; Change Strategies; Court Litigation; Crisis Intervention; Employer Employee Relationship; Insurance; Legal Problems; *Program Administration; Public Relations; *Risk; *Risk Management; Safety; Social Discrimination; *Strategic Planning; *Voluntary Agencies; Volunteers
IDENTIFIERS- *Risk Assessment; Risk Reduction

This booklet provides general and specific advice to volunteer programs to help them manage physical, economic, legal, personnel, and public relations risks. It examines various myths about the risks that volunteer programs face and outlines a strategy for implementing a risk management process. This process can be used to identify and assess risks, develop and implement strategies to control risks, and review and revise such strategies periodically. The booklet lists several steps volunteer organizations can take for an effective risk management program. They are: (1) adopt and follow written policies and procedures; (2) ensure that board members and employees understand and perform their duties; (3) properly screen and evaluate employees and volunteers; (4) provide proper orientation, training, and supervision to employees and volunteers; (5) promote safety; (6) take proper financial safeguards to prevent theft and embezzlement; (7) keep client information confidential; (8) ensure that proper financial records are maintained; (9) put agreements and contracts in writing; (10) insulate the organization against lawsuits; (11) obey federal, state, and local laws and regulations; (12) maintain appropriate insurance coverage; and (13) be prepared for the worst case scenario. Examples of specific risks and their prevention are provided. (Includes a list of 15 publications and 22 resource organizations.) (MDM)

ED 375 945 PS 022 659

Reazor, Cynthia M. Hall
Improving Parent/Staff Communication through Cooperative Preschool Workshops.
PUB DATE- 94
NOTE- 52p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Inservice Teacher Education; Interpersonal Communication; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; *Parent Workshops; Preschool Children; Preschool Education; *Preschool Teachers; Program Effectiveness; Staff Development; *Teacher Workshops

A practicum was designed to increase the lines of positive and effective communication between parents and teachers in a preschool setting. Poor parent-teacher communication (due to lack of knowledge or experience) was documented. The program sought to improve communication regarding the child's developmental and personal progress. The 8-month program consisted of staff meetings, six cooperative parent-staff workshops, monthly newsletters, and parent participation in school programs. Implementation topics included academic appropriateness, developmental landmarks, discipline, Montessori philosophy, self-esteem, and stress. Evaluation (based on observation, feedback, topic review, and a survey) showed that providing parents and staff a joint educational experience in the form of a workshop increased their knowledge base and enhanced the parent-teacher relationship and communication between home and school. Parents and staff increased their ability to communicate comfortably and effectively about children's issues. (Four appendices contain surveys and topic reviews. Contains 18 references.) (TM)

ED 375 985 PS 022 913

Lines, Patricia M.
Parents and Their Informational Resources: A Reassessment of Findings from Alum Rock.
PUB DATE- Nov 93
NOTE- 26p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Knowledge Level; Mexican Americans; Minority Groups; *Parents; Parent School Relationship; Program Evaluation; *Research Methodology; *School Choice; School Segregation; Socioeconomic Status; Spanish Speaking; Test Reliability
IDENTIFIERS- Alum Rock Union School District CA

Opponents of school choice argue that economically advantaged families will get the best schools, and socioeconomic and racial segregation will only increase. If choice allows better matching of child to school, then parent information levels can critically affect the outcome. Very few data are available that directly confirm the presence or absence of information inequalities in school choice programs; most studies infer parental knowledge from their data. One exception to this lack of direct data about parental knowledge comes from the Alum Rock district (California) study of school choice in the 1970s. A fresh examination of the original report indicates that in the first 2 months of the program, there was mixed evidence of informational inequalities. At some time prior to the 14th month, parents became approximately equal in their knowledge about the choice program, regardless of their ethnicity, income, or education. The original evaluation reported informational inequalities, based on one of three questions, after pooling interviews from all parents. Two other questions probing parents' information levels yielded no significant differences among parents except that the Spanish-speaking Mexican Americans were more knowledgeable than others. Concerned about the validity of these Spanish-language interviews, the original evaluators disregarded the data on the Spanish-speaking parents. However, their justification does not seem adequate. Reinstating the Spanish-speaking data, this reassessment of the original evaluation suggests that, given comparable demographics and comparable information dissemination efforts, less educated and minority parents can become as knowledgeable as any other on such basic questions as existence of school choice programs, and transfer and transportation rights under the program. (HTH)

ED 376 002 RC 019 839

Pitsula, James M.
An Act of Faith: The Early Years of Regina College.
SPONS. AGENCY- Regina Univ. (Saskatchewan).
PUB DATE- 88
NOTE- 202p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Church Related Colleges; Economic Factors; *Educational History; Foreign Countries; Higher Education; *Institutional Survival; Politics of Education; *Rural Education; Secondary Education; Small Colleges; Student Experience; *Universities
IDENTIFIERS- Institutional History; *Methodist Church; *University of Regina SK; University of Saskatchewan (Canada)

This book traces the history of Regina College (Saskatchewan, Canada) from its founding in 1911 to the outbreak of World War II in 1939. The Methodist Church opened the college to offer academic, music, and business training to youth living in surrounding rural areas. During its early history, the college provided a high school education to youth from rural districts where there were no secondary schools. Affiliation in 1925 with the University of Saskatchewan allowed the college to teach the first 2 years of a Bachelor of Arts degree. Because of financial difficulties, in 1934 the church acquiesced to a takeover bid from the University of Saskatchewan. However, the university refused until 1959 to allow a full degree program in Regina. Expansion of the Regina campus proceeded rapidly thereafter and culminated with the creation of the University of Regina in 1974. Chapter 1 examines the establishment of the college in the context of existing social and economic conditions. Chapter 2 analyzes the acute financial crisis affecting the college as a result of the 1913 recession and the outbreak of World War I. Chapter 3 focuses on the accomplishments of President E. W. Stapleford, who was appointed in 1915 and was instrumental in raising hundreds of thousands of dollars for the college. Chapter 4 evaluates the contribution made by the Conservatory of Music to the cultural life of the city and province. Chapters 5 and 6 examine the educational goals of the college and how students responded.

Chapter 7 deals with the abortive attempts by Regina College in the late 1920s and early 1930s to develop into a university. The final chapter deals with the consequences of the shift from church to university control. Essentially, the University of Saskatchewan provided financial security, but postponed for a generation the evolution of the college into a degree-granting institution. This book contains photographs and an index. (LP)

ED 376 088 SO 024 271

Jones, Rick H.

Transforming Teaching and Learning through the Arts: The SPECTRA Approach.

PUB DATE- Dec 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Art Teachers; *Educational Development; Elementary Education; *Interdisciplinary Approach; Teacher Education; *Teaching Methods
IDENTIFIERS- SPECTRA Plus

This document discusses the SPECTRA approach to education transformation, an effective arts education methodology that changes the way students, teachers, administrators, and parents think in order to create an environment conducive to learning. It establishes conditions that promote learning as a lifelong endeavor. The five major components of the approach are: (1) teacher training and professional development; (2) teaching the arts as individual entities; (3) integration, immersion, and infusion of the arts across the curriculum; (4) artists in residence; and (5) evaluation. SPECTRA is a site-based, site-managed approach that begins under the guidance and leadership of an arts agency. The basic principles of the SPECTRA approach include cognitive shift, expressive presentation, curriculum renewal, teacher leadership, the arts as basic, implementation, content, methodology, and evaluation. The Hamilton-Fairfield evaluation methodology is designed with five parts: (1) academic achievement; (2) self esteem; (3) locus of control; (4) creative thinking; and (5) appreciation of the arts. The core principle of the SPECTRA approach is to change the way people think about the arts as a valid form of communication and expression, as a tool to teach academic concepts, and as an authentic endeavor for vocational pursuits. The process deals with student performance and standards, school environment, instruction, and curriculum. The approach is structured through a local arts agency. Each site has a SPECTRA committee composed of teachers, parents, administrators, artists, a coordinator, and community members. Site selection, professional development, and funding are explained. (DK)

ED 376 124 SP 035 511

Peper, John B.
Mentoring, Mentors and Proteges.
PUB DATE- 8 Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Beginning Teachers; *Case Studies; Definitions; *Educational Research; Elementary Secondary Education; Higher Education; Leadership Training; Literature Reviews; *Mentors; Professional Development; Research Needs; Research Problems

This paper reports on research into the concept of mentoring from many educational perspectives, based on six papers presented at the Annual Meeting of the American Educational Research Association in April 1994. The paper notes that mentoring is a slippery concept, without a precise operational definition; definitions used in the six papers are discussed. The paper also discusses the absence of general agreement on concept paradigms; the exploration of expanded concepts associated with mentoring, including nurturing relationships and clinical education; problems with normative surveys as vehicles for understanding the benefits of applying the concept of mentoring in administrator or leader preparation; alternative lines of inquiry, such as carefully recorded case studies; and the role of the institution as mentor. The paper concludes that the use of classic novels and stories of mentors and their proteges would provide greater benefit over additional normative studies. (JDD)

ED 376 162 SP 035 587

Chance, Lucinda H.; Rakes, Thomas A.
Differentiated Evaluation in Professional Development Schools: An Alternative Paradigm for Preservice Teacher Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 12p.; Paper presented at the CREATE National Evaluation Institute (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Secondary Education; *Evaluation Methods; Higher Education; Observation; Partnerships in Education; *Portfolio Assessment; Preservice Teacher Education; *Professional Development Schools; Student Journals; *Student Teacher Evaluation; *Student Teachers; Student Teacher Supervisors; Teacher Role
IDENTIFIERS- University of Memphis TN

The "Practice Teaching Portfolio" is one component of an authentic assessment system for evaluating student teachers that has been implemented in nine professional development schools associated with the University of Memphis. Designed to develop an authentic record of the student teachers' performance, the system combines full lesson observations, related classroom observations, snapshot evaluations, logs, and lesson and unit plans. Contents of the portfolios reflect a differentiated model of evaluation, with contributions from the student teacher, cooperating teacher, and university liaison. Contents include student teacher self-ratings, lesson plans, cooperating teacher evaluative comments, work samples or documents approved by the cooperating teacher, and results of "snapshot evaluations." When conducting "snapshot evaluation," the university liaison uses a structured instrument to observe and note a range of specific classroom behaviors on the part of the student teacher. These snapshot evaluations consist of 9 unannounced 5-minute visits within a 10-week placement period. Student teachers are also required to maintain logs and periodically submit them to the university although the logs are not included in the portfolios or directly considered in evaluations. The differentiated model of student teacher evaluation is a collaborative model in which classroom teachers (cooperating teachers) become equal partners with university liaisons in the supervision of student teachers. This partnership reflects the professional development schools' collaborative approach to other educational activities, including team teaching, joint research, and teacher training. (IAH)

ED 375 793 IR 016 810

Carroll, James; And Others

Arlington Public Schools Instructional Technology Strategic Plan: April 1994.

PUB DATE- Apr 94
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Computer Networks; Computer Software; Cost Estimates; Distance Education; *Educational Planning; *Educational Technology; Educational Television; Elementary Secondary Education; Library Automation; *Long Range Planning; Microcomputers; Mission Statements; Organizational Objectives; Program Implementation; Staff Development; Strategic Planning; Technological Advancement
IDENTIFIERS- *Arlington Public Schools VA; *Technology Plans

This document contains the instructional technology strategic plan for the Arlington Public Schools (APS) as developed by the Instructional Media & Technology (IMT) Department, which was established in 1992. The mission of this department is to support teachers, students, and related instructional staff in the effective use of instructional, informational, and communications technologies to enhance the teaching-learning process. IMT currently consists of five units: Academic Computing, Distance Learning, Educational Television, Library Media Services, and the Teaching Materials Center. The report begins with an executive summary, which details the purpose and methods of two studies which were conducted to provide background information for the 5-year plan and lists its major new initiatives. The specifics of the plan are then introduced, including the background and evolution of instructional technology in APS, the purpose of the study, and the conclusions and findings from the Instructional Use Survey and Instructional Technology Focus Groups. The strategic plan, which makes up the major part of the report, is then presented, including goals, objectives, and action steps. It is divided into three sections: new initiatives; summary of implementation costs; and ongoing initiatives. Additional needs for full implementation of the plan are then identified, including IMT departmental reorganization, additional staff, and central office funding. A summary of research on the impact of instructional technologies on student learning and a historical perspective of program growth in the APS are also provided, and a brief summary concludes the report. (Contains 32 references.) (JLB)

ED 375 812 IR 016 866

Danin, Susan T.
Mid-Atlantic Regional Consortium for Mathematics and Science Education. Technology Use Pilot Test: Evaluation Report.
PUB DATE- Jul 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Networks; Databases; *Educational Technology; Elementary Secondary Education; Evaluation Methods; *Information Networks; Interviews; Mathematics Instruction; *Online Systems; Pilot Projects; Questionnaires; Science Instruction; *Telecommunications
IDENTIFIERS- Internet; Research for Better Schools Incorporated

This project provided access to telecommunication networks and research databases at 13 sites in the Mid-Atlantic region from May 1 to June 4, 1993. The project objectives were to pilot a regionally-developed education database; to provide access to this database and the Internet; to train participants to use telecommunications technology; to collect data on the use of the technology; and to generate recommendations to promote and enhance the use of telecommunications technology. Time-of-day and length of use were tabulated by the carrier and the participants were asked to complete an online survey as they exited the education database. This survey included ratings of the four sections of the database: R&D Products, Successful Practices in Math and Science, an Events Calendar, and a Resource Directory. Interviews were also held with 10 people from the four sites with the highest number of hours, who were asked to respond to questions about the mechanical aspects of using the technology, their experience with Internet, their use and impressions of the education database, and ideas for future directions. The report provides detailed information on the study team and the methodology; the results for each site; summaries of responses to the interviews; and conclusions and recommendations both for developing a telecommunications network and for using telecommunications technology. Five appendices include study data, the exit survey questionnaire, and the interview protocol for the pilot sites. An executive summary is also provided. (JLB)

ED 375 831 IR 055 167

Drew, Sally J.
Reference Services in Wisconsin Libraries: Focus Group Summary.
  Bulletin No. 94382.
PUB DATE- Jun 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Adult Students; Higher
  Education; Interlibrary Loans; *Librarians; *Library Services;
  Problems; Public Libraries; *Reference Services; *State
  Programs; Surveys; *User Needs (Information); User Satisfaction
  (Information)
IDENTIFIERS- *Focus Groups Approach; *Wisconsin

To determine if further library-services issues require more study and whether further initiatives should be undertaken, the Division for Library Services of the Wisconsin Department of Public Instruction conducted a focus-group study. Nineteen library directors from small public libraries took part. Eight services librarians or directors from medium-sized libraries and 39 reference, interlibrary loan, or academic librarians from larger system resource, academic, and state-level libraries also participated. In general, participants indicated that the need for reference services for adult students is growing. Some areas were identified in which it was difficult to fill requests locally, and participants acknowledged that they lacked the time required to respond to requests and problems in a timely manner. Participants welcomed the focus-group opportunity and the chance to explore problem issues. One table summarizes participant characteristics. (SLD)

ED 375 889 JC 940 605

Cunningham, Pearley
The Development of a Faculty Development Workshop on Computer Access to the Internet. Revised.
PUB DATE- Sep 94
NOTE- 58p.; Ed.D. practicum report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; *Computer Networks; Electronic Mail; *Faculty Development; Information Networks; *Online Catalogs; Online Searching; *Online Systems; *Teacher Workshops; Two Year Colleges
IDENTIFIERS- *Internet

A practicum was undertaken to develop a syllabus and support manual for a faculty development workshop in on-line information gathering and communication through the Internet for faculty at the Community College of Allegheny County (CCAC) in Pennsylvania. The practicum sought to determine the appropriate content and amount of time faculty would be willing to spend in an Internet workshop. Research procedures included a literature review on the impact of technology and education, an Internet demonstration for college faculty, and extensive research of on-line resources. The practicum resulted in the development of a 3-hour workshop titled, "Traveling the Data Highway." The workshop provided hands-on experience and a 26-page resource manual. Based on study findings, several recommendations were made to the CCAC Director of Computer Services, including the following: (1) the workshop be offered at the start of each semester; (2) faculty be encouraged to share their on-line experiences by e-mail; (3) the computer lab be connected to the Internet to provide workshop facilities; and (4) the workshop be revised annually to keep up with rapid Internet changes. The study concludes that a short Internet workshop can provide an opportunity to improve faculty scholarship and reduce feelings of faculty isolation. Appendixes include the workshop syllabus and the "Traveling the Data Highway" manual, which covers the history of the Internet; exercises for using e-mail and searching on-line library catalogs at other colleges and universities; and descriptions of 10 online public access catalogs. (KP)

ED 375 966 PS 022 788

Morrison, Michelle T.
Increasing Parental Involvement by Motivating Parents of Fourth and Fifth Grade Students To Become More Meaningfully Involved in Children's Education.
PUB DATE- Jan 94
NOTE- 65p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 4; Grade 5; Intermediate Grades; Parent Attitudes; Parent Education; Parent Materials; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Parent Workshops

A practicum sought to improve the quality of involvement of fourth- and fifth-grade parents in a southeastern United States elementary school. Despite indications of active involvement in some school events, parents were not involved in student education in a way that affected academic performance. Three outcomes for the 13-week project were defined: (1) increase active parent involvement from 50 to 80 percent; (2) improve parents' attitudes toward involvement by 40 percent; and (3) increase by 50 percent the amount of educational time parents spent at home with children. Strategies for improving parent involvement included nontraditional homework, parent-child performance activities, parent education classes, and a school-based parent resource center. Measurement devices used to assess these outcomes included comparison of parent surveys, return rates of homework assignments, and parent attendance at program activities. According to these measures, all the program objectives were met successfully. (Appendices include newsletters, correspondence, handouts, surveys, and tabulations of results. Contains 21 references.) (TM)

ED 376 143 SP 035 541

Nixon, Helen; Wilkinson, Lyn
Reframing Literacy and Disadvantage: Empowering the Student Teacher.
PUB DATE- Jul 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Schools; Disadvantaged Youth; Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Literacy Education; Poverty; *Preservice Teacher Education; Staff Development; *Student Teachers; *Videotape Recordings
IDENTIFIERS- *Teacher Empowerment; *University of South Australia

A project was undertaken at the University of South Australia to improve the understandings of tertiary lecturers and student teachers about disadvantaged schools as contexts for literacy pedagogy. The project conducted seminars and workshops on the nature of the relationship among literacy, poverty, and education. The project resulted in development of three videos titled "Literacy, Poverty and Schooling"; "Becoming a Literacy Teacher in a Diverse Community"; and "Teaching Literacy in Disadvantaged Schools." The videos focus on whole school structures that support literacy development and on teachers and student teachers planning, teaching, and debriefing literacy events. The videos highlight the different values and attitudes held towards some of the matters raised, for example use of the term "disadvantaged" versus "different." Specific content of each of the three videos is explained, and plans for three additional videos are described. Problems with involving student teachers in the project are discussed. For example, the students did not have the understandings or "lenses" that the research team members had, which caused concerns about "putting words in their mouths." Also, student teachers had little time to be involved in making the videos. (Contains 28 references.) (JDD)

ED 375 716 HE 027 800

Arnold, James C.
Telling an Impressionist Tale: Enhancing Our Knowledge of College Students. ASHE Annual Meeting Paper.
PUB DATE- 13 Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alcohol Abuse; *College Students; Data Interpretation; Drinking; *Educational Anthropology; Ethnography; Ethnology; Higher Education; *Participant Observation; Qualitative Research; Research Design; *Research Methodology; Research Reports
IDENTIFIERS- *ASHE Annual Meeting; Field Observation Technique; *Researcher Role; Subjectivity

This paper explores technical questions of ethnographic study and uses as an example an actual episode observing college students and the subsequent decisions and steps taken to produce a written account. In particular, the paper seeks to address the question of researcher subjectivity by examining some issues relating to the practice of incorporating a field worker's voice into research reports. The first section of the paper outlines some views on the field worker's stance taken from the fields of mainstream sociology and anthropology and then supplements these with ideas from a feminist orientation. Subsequently a first-person by "impressionist" account is offered of an evening spent at a fraternity house by a participant-observer at a large, all-house party. The account includes commentary and interpretation informed in part by the author's own biography. A following section describes how the field notes were produced and transcribed into readable text. It also discusses his personal feelings about writing the material and sharing personal background material in the text, choice of tense, and how he inserted himself in the account while trying to minimize interrupting the story's flow. Final thoughts address how a story such as this is enriched by including autobiographical elements. Contains 19 references. (JB)

ED 375 734 HE 027 818

Freed, Jann E.; And Others
Total Quality Management on Campus: Implementation, Experiences, and Observations. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Administration; College Faculty; *Colleges; Higher Education; *National Surveys; *Program Effectiveness; *Program Implementation; Teacher Attitudes; *Total Quality Management
IDENTIFIERS- *ASHE Annual Meeting

A national survey of higher education institutions that have adopted Total Quality Management sought to document their implementation, principles, and results. The study developed and pre-tested a questionnaire which was then sent to 408 institutions. With a reminder post-card and a second mailing the total response rate was 67 percent or 168 institutions. From the respondents 15 institutions were selected for ongoing, in-depth study. Preliminary results indicate that TQM is just being tested as most institutions had adopted it since 1990. A majority of respondents indicated that it was a time-consuming process and could easily be perceived as a fad. Faculty made up a very small percentage of those participating in the TQM education program even in Business and Engineering schools where TQM was primarily being taught. Most institutions adopted TQM because presidents, deans or provosts were interested in the method. Support staff were the most frequently trained in TQM. The areas most frequently using TQM were top administration, registration, admissions, physical plant, and accounting. Respondents indicated that they were using all of the TQM tools. Sixty-three percent found a more collegial leadership style and 33 percent indicated no change. Key benefits were improved communication and improved customer satisfaction. (Contains 29 references.) (JB)

ED 375 754 HE 027 853

Educational Plant Survey. The University of Florida (Excluding IFAS and Health Center) March 21-24, 1994.
PUB DATE- Mar 94
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Campus Planning; Capital Outlay (for Fixed Assets); *College Buildings; College Programs; Construction Costs; Construction Needs; *Educational Facilities Planning; Enrollment Projections; Facility Case Studies; Facility Improvement; Facility Inventory; Higher Education; *Long Range Planning; *Needs Assessment; Space Utilization; *State Universities; Tables (Data)
IDENTIFIERS- *University of Florida

This report presents the findings of an educational plant survey conducted for the University of Florida during March 1994. The survey is designed to assist the university in developing a plan for housing the programs and services that it provides. The report includes an overview of the university's history and purpose, enrollment trends, academic programs, and degree offerings. The main body of the report consists of an inventory of existing sites and buildings on the main campus and outlying facilities. Thirty-one tables list the inventory of academic buildings, the assignable square footage (ASF), condition, lifespan of existing structures, five-year plan for facility needs, and capital outlay allocations. The report also includes a description of the plan for housing academic programs, projected student enrollments, faculty, and staff for the ensuing 5-year period, along with an analysis of capital outlay finances for such construction and renovation necessary to implement the plan. Specific recommendations for plant construction, renovation, and improvement are included. (MDM)

ED 375 852 IR 055 251

Council on Library Resources, Inc. Thirty-Sixth Annual Report 1992.

PUB DATE- 92

NOTE- 58p.; For the 34th and 37th annual reports, see ED 351 045 and ED 368 376; for the 35th annual report, see IR 055 250.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; Access to Information; Annual Reports; *Grants; Higher Education; *Information Needs; Information Networks; Information Retrieval; Library Administration; *Library Education; *Library Research; Library Services; Research Libraries

IDENTIFIERS- *Council on Library Resources; Sponsored Research

This review of Council on Library Resources (CLR) activities for 1991/92 begins by providing status descriptions on the four program areas identified by the Council as the focus of its attention and resources for the next several years. Programs described in the first area, Human Resources, are the Academic Library Management Program and the Strategic Visions Discussion group. Activities described in the second area, Economics, include the Study Group on the Microeconomics of Library Operations and workshops on total quality management. Activities described in the third area, Infrastructure, include knowledge management, a National Engineering Information Network, and a network advisory committee. Programs described in the fourth area, Access/Processing, are the Bibliographic Services Committee and research on subject access and information retrieval. Also provided are lists of program committees and project participants; publications and reports resulting from CLR programs; program guidelines and grant application procedures; and financial statements on active projects. An index is included. (JLB)

ED 375 871 JC 940 558

Compton Community College Campus Climate Survey, Fall 1994.

PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Environment; *Participant Satisfaction; School Surveys; *Student Attitudes; *Student College Relationship; Two Year Colleges; *Two Year College Students

IDENTIFIERS- Compton Community College CA

A campus climate survey was conducted at Compton Community College in California to assess students' attitudes towards departments, staff, and their experiences at the college. Questionnaires were administered in-class to 6% (n=308) of the study body. The 91-item questionnaire covered academic advising and counseling effectiveness; academic services; admissions and financial aid effectiveness; campus climate; campus support services; concern for the individual; instructional effectiveness; registration effectiveness; responsiveness to diverse populations; safety and security; service excellence; and student centeredness. Study findings included the following: (1) 53% of the students agreed or strongly agreed that "most students feel a sense of belonging here"; (2) 41% agreed or strongly agreed that "faculty care about me as an individual," while 33% were neutral about the statement; (3) 36% agreed or strongly agreed that "the quality of the vocational/technical programs are excellent," while 44% were neutral about this statement; (4) 38% agreed or strongly agreed that registration personnel were helpful; (5) 53% agreed or strongly agreed that their academic advisor was "approachable and friendly"; (6) 54% agreed or strongly agreed that "adequate financial aid is available for most students; (7) 61% agreed or strongly agreed that class times were convenient; (8) 60% agreed or strongly agreed that library resources and services were adequate; and (9) 15% or more of the students felt that neither the faculty nor the college cared about them as individuals, that registration personnel were not helpful, that financial aid awards were not announced early enough, that people on campus were not respectful or supportive of each other, and that parking lots and the campus in general were not secure. (KP)

ED 375 907   JC 940 624

Caston, Janis J.
The Learning Experience: Impact on Measures of Institutional Effectiveness.
PUB DATE- 17 Jul 94
NOTE- 51p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (16th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance Patterns; Community Colleges; Comparative Analysis; *Grades (Scholastic); *Lecture Method; Minority Groups; *Outcomes of Education; Reentry Students; *Student Attitudes; Student Characteristics; *Teaching Methods; Two Year Colleges

In spring 1994, a study was conducted to compare student outcomes for instructors use of a mixed teaching repertoire (i.e., lecture, student-centered discussion, cooperative learning, and computer-assisted instruction) and those using lectures alone in social science, science/math, humanities, and business classes at Cosumnes River College, in California. Based on surveys of instructors and students and class observations, 22 matched pairs of courses were determined based on instructor technique. In addition, the ethnicity, gender, age, and English-as-a-Second-Language (ESL) status of the 812 students in the lecture-only and the 603 in the mixed-repertoire courses were analyzed to determine group outcomes. Study findings included the following: (1) attendance was generally better in lecture-based than in mixed-repertoire classes especially among 25 or older, native English speaking, white, and female groups; (2) while, students over 25, native English speakers, Asian/Pacific Islanders, Whites, and females earned higher grades in lecture-based courses, students under 25, ESL students, African-Americans, Hispanics, and males earned higher grades in classes using a mixed repertoire; (3) with respect to course completion rates, students in social science mixed-repertoire courses were significantly more likely to successfully complete than in lecture courses; and (4) while students felt they had opportunity to succeed regardless of methodology, they felt they had a greater opportunity to succeed in the lecture group. (Contains 16 references.) (KP)

ED 376 043 SE 054 743

Helms, J. Christopher; Corbett, Robert J.
Close Encounter With a Carolina Bay. Jones Lake State Park: An Environmental Education Learning Experience Designed for Grades 6-8.

PUB DATE- Apr 94
NOTE- 47p.; For related guides, see SE 054 736-744 and SE 054 746.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Data Collection; Ecological Factors; *Ecology; Environmental Education; Grade 6; Grade 7; Grade 8; *Habitats; Intermediate Grades; Junior High Schools; *Parks; Science Activities; Science Education; Science Equipment; Temperature; *Water Quality
IDENTIFIERS- *Aquatic Life; Environmental Awareness; Hands On Experience; North Carolina State Parks System; *pH

This activity guide, developed to provide hands-on environmental education activities geared to Jones Lake State Park in North Carolina, is targeted for grades 6, 7, and 8 and meets curriculum objectives in the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are: water quality, data collection, pH, animal adaptations, and geomorphology of a Carolina bay lake. Includes an introduction to the water cycle, a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, sources of information on water resources, and information about Jones Lake State Park and Carolina bays. (MKR)

ED 376 066 SE 055 153

Douthwaite, Richard
The Growth Illusion: How Economic Growth Has Enriched the Few, Impoverished the Many, and Endangered the Planet.
PUB DATE- 93
NOTE- 381p.

LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Environment; Foreign Countries; *Policy; *Pollution; Sustainable Development
IDENTIFIERS- *Economic Growth; Economic Theory; Great Britain

The premise of this book is that economic growth has made life considerably worse for people in Britain since 1955 and that, even if growth were beneficial at one stage in human history, it is now damaging. The book presents evidence of social and environmental damage caused by growth and several reasons for a persistence of growth in the face of this damage. It is proposed that the real reason growth has not been stopped is that economic systems would collapse if it did. The book looks at the effects of a policy of growth before and after the 1950s, how growth has effected national health and damaged family and community life, and the effects of growth on the environment (see especially chapter 11: "Growth in the Greenhouse"). Included is an examination of how the need for growth forces companies to adopt new technologies before their impact on the environment can be assessed, how politicians are more concerned about maintaining conditions in which economic growth is possible than holding the world's climate unchanged, the myth of sustainable growth, and a lack of morality governing the direction of economic change. A solution is proposed that involves adjusting the capitalist system. (LZ)

ED 376 106 SO 024 479

Woodard, Jo Ann A.
The Code of Hammurabi: Law of Mesopotamia. A Unit of Study for Grades 9-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 71p.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Foreign Countries; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *History Instruction; *Law Related Education; *Laws; World History
IDENTIFIERS- Babylonia (Babylon); *Code of Hammurabi; *Mesopotamia

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. By studying a crucial turning point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. The purpose of this unit is to study the origin, significance, and administration of law within the Babylonian Empire. The social, economic, moral, and political complexity of the state in the 18th century B.C. required a written code as a norm by which justice could be obtained. The Code of Hammurabi, a compilation of customs, earlier codes, and court decisions, provided for social order. It was based on the ancient concept that law was both human and divine and given to the ruler by the gods so that he could govern his people ethically. The documents selected for this unit reflect man's early progress toward justice under the law. The unit aims toward five objectives: (1) to identify the need for a written code of law; (2) to identify the various people involved in and the steps taken in the process of law; (3) to recognize that laws are enacted to protect the citizens; (4) to understand that law codes vary in degree of strictness; and (5) to appreciate the necessity of government to provide justice and order in a civilized society. The unit contains teacher background materials, student resources, and three lesson plans. Contains 10 references. (Author/DK)

ED 375 832 IR 055 169

Briefing and Open Forum on Children and Youth Services: Redefining the Federal Role for Libraries (Sacramento, California, September 1-2, 1993).

PUB DATE- Jan 94
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Childrens Libraries; Definitions; Demography; Economic Factors; Federal Aid; *Financial Support; *Government Role; Intergenerational Programs; Legislation; *Library Services; Needs Assessment; *Public Libraries; *State Libraries; Tables (Data)
IDENTIFIERS- *California; Forums; Library Services and Construction Act; *National Commission Libraries Information Science

The briefing and forum on children and youth services was the second public event organized by the National Commission on Libraries and Information Science under the Omnibus Children and Youth Literacy Initiative, which was endorsed at the White House Conference on Library and Information Services in 1991. This report contains transcripts of the briefing and forum and the supplemental written statements submitted by many participants. The briefing focused on the California State Library and explored what federal policy can do for California citizens. Nine representatives of the California Research Bureau and related agencies discussed the demography and economy of California as they relate to library services. A particular focus was the way California manages Library Services and Construction Act funds; it highlights the Grandparents and Books program, an intergenerational approach to services. The open forum on the second day focused on "Redefining the Federal Role." Twenty-four participants from national and local agencies and organizations described ways federal initiatives and local programs can foster improved library services. Sixteen written statements (untitled) supplement the transcribed oral presentations. Ninety-five graphs and charts summarize information about the demography and economy of California. (SLD)

ED 375 946 PS 022 677

Parents as Catalyst: The Role of Parents in the Development of the Young Child in Asia. Child Survival and Development Workshop Report (Singapore, February 1-7, 1993).

PUB DATE- 93
NOTE- 90p.; For a related document, see PS 022 799.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Health; Childhood Needs; *Child Rearing; *Child Welfare; Day Care; *Early Childhood Education; Foreign Countries; Government Role; *Parent Participation; *Parent Role; Parents as Teachers; Preschool Education; Program Descriptions; Public Policy
IDENTIFIERS- *Asia

In February 1993, a regional workshop on alternative ways of working with parents, brought together 50 senior officers from both government and nongovernmental organizations from 16 Asian countries. Following the welcoming remarks of Khoo Kim Choo, this report presents the following addresses, presentations, and discussions: (1) "Parent Participation: A Catalyst for Strong Early Childhood Development (ECD) Programs" (Fred Wood); (2) "Parents as Partners in Child Care and Development" (Feny Bautista); (3) "Family-Based Approach To Improve Child Health and Child Development" (Nittaya J. Kotchabhakdi); (4) "Partnership for ECD Action"; (5) "Principles for Action"; (6) "ECD Program Quality," including discussions of the foundations for human learning, elements of program quality, achieving quantity and quality, and gender equity; a description of the Nepal Rotating Home Day Care Model; and suggestions for improvement; (7) "Integration of Non-Primary Caregivers," such as fathers, elderly, youths, and siblings; (8) "Program Context," including discussions of the different needs of different families, the impact of early marriage and parents' time constraints; (9) "Traditional Childrearing," including a presentation on "Traditional Parenting Practice Today" (Kamariah Ismail), discussions of changing behaviors, mass media, and play; and a description of Okinawa Toy and Book Libraries; (10) "ECD Program Impact"; (11) "Lessons and Progress," including a paper on "The Childcare Center Network as a Multiple Strategy for Parent Involvement and Education (Khoo Kim Choo); and (12) the closing remarks of Cyril Dalais. The workshop program and a list of participants are appended. (AC)

Katz, Lilian G., Ed.; Cesarone, Bernard, Ed.
Reflections on the Reggio Emilia Approach. Perspectives from ERIC/EECE: A Monograph Series No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Art Activities; *Cultural Differences; Foreign Countries; Freehand Drawing; Infants; Preschool Children; *Preschool Education; Preschool Teachers; *Program Implementation; Staff Development; Teacher Attitudes; *Teaching Methods; Toddlers
IDENTIFIERS- Collaborative Learning; Italy; Program Adaptation; *Project Approach (Katz and Chard); *Reggio Emilia Approach; United States

This monograph consists of seven papers that discuss issues related to the teaching approach used in the preschools of Reggio Emilia, Italy. The papers are: (1) "Images from the World: Study Seminar on the Experience of the Municipal Infant-Toddler Centers and the Preprimary Schools of Reggio Emilia, Italy" (Lilian G. Katz), which identifies problems that warrant consideration by American educators trying to adapt the Reggio Emilia approach to schools in the United States; (2) "Images from the United States: Using Ideas from the Reggio Emilia Experience with American Educators" (Brenda Fyfe), which shares insights of teachers in the St. Louis, Missouri, area as they implement the Reggio Emilia approach in their classrooms; (3) "Reggio Emilia: Its Visions and Its Challenges for Educators in the United States" (Rebecca New), which notes the similarities and differences in the way teachers in Italy and the United States perform their daily work; (4) "Different Media, Different Languages" (George Forman), which explains the role of graphic "languages" in children's learning; (5) "Staff Development in Reggio Emilia" (Carlina Rinaldi), which explains the Reggio Emilia schools' unique approach to staff development; (6) "An Integrated Art Approach in a Preschool" (Giordana Rabitti), which details a case study of a children's project conducted in one of the preprimary schools in Reggio Emilia; and (7) "Promoting Collaborative Learning in the Early Childhood Classroom: Teachers' Contrasting Conceptualizations in Two Communities" (Carolyn Edwards, Lella Gandini, and John Nimmo), which examines the beliefs of teachers in Italy and the United States about their roles and about the nature of children as learners. A reference list is appended to some of the papers. The monograph also contains a bibliography of 22 items on the Reggio Emilia approach selected from the ERIC database, and a list of additional resources on the Reggio Emilia approach. (BC)

ED 376 003 RC 019 840

Ferguson, Barry, Ed.
The Anglican Church and the World of Western Canada, 1820-1970.
PUB DATE- 91
NOTE- 201p.; Based on papers presented at the conference "The Role of the Anglican Church in Western Canadian History" (Winnipeg, Manitoba, Canada, February 27-28, 1987).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Acculturation; American Indian Education; *Canada Natives; Churches; *Church Role; Educational History; Elementary Secondary Education; Females; Foreign Countries; Higher Education; North American History; *Political Influences; Religion Studies; *Religious Conflict; *Social Influences; State Church Separation
IDENTIFIERS- *Anglican Church; *Canada (West); Canadian History; Missionaries; Secularism

This book consists of 17 essays concerning the history of the Anglican church and its missions in western Canada. Essays examine the social and political role of the Anglican church, its influence among Native and non-Native populations, its effects on educational development, and the status of women in the church. Chapters 6, 8, 9, and 14 are specifically education-related. The introductory essay examines ways in which the mainstream, secular study of Canadian history has touched on church and religious history. Individual essays are as follows: (1) "The Church of England and the Canadian West" (L. G. Thomas); (2) "'Insidious' Sources and the Historic Interpretation of the Pre-1870 West" (Frits Pannekoek); (3) "Anglican Archives in Rupert's Land" (Wilma MacDonald); (4) "The Public Institution as Church Archivist: Anglican and Other Church Records" (Keith Stotyn); (5) "Anglican Missionaries as Agents of Acculturation: The Church Missionary Society at St. Andrew's, Red River, 1830-1870" (Robert Coutts); (6) "Father Cockran and His Children: Poisonous Pedagogy on the Banks of the Red" (George van der Goes Ladd); (7) "John Smithurst and the Ordination Controversy: Reflections on Red River Society in the 1840s" (F. A. Peake); (8) "Robert Machray and the Foundation of the University of Manitoba in 1877" (F. Wilmot); (9) "The Church of England and the Manitoba School Question" (Lawrence Hackett); (10) "THe Anglican Church in Western James Bay: Positive Influence or Destructive Force?" (John S. Long); (11) "Bishop Bompas and the Canadian Church" (Kerry Abel); (12) "Asking for All Sorts of Favours: The Anglican Church, the Federal Government and the Natives of the Yukon Territory, 1891-1909" (Ken Coates); (13) "The Church of England and the Immigrants in the Dioceses of Qu'Appelle" (Trevor Powell); (14) "The Fellowship of the Maple Leaf Teachers" (Marilyn Barber); (15) "Eva Hasell and the Caravan Mission" (Vera K. Fast); and (16) "The Bishop's Messengers: Women in Ministry in Northwestern Manitoba, 1928-1979" (Alyson Barnett-Cowan). Includes information about contributors and an index. (LP)

ED 376 021 SE 053 906

Marx, George, Ed.
Energy Education. Volume I of the Proceedings of the International Conference on Energy Alternatives/Risk Education (Lake Balaton, Hungary, September 7-13, 1989). Volume I.
PUB DATE- 89
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conservation Education; Decision Making; Elementary Secondary Education; Energy; *Energy Education; Environment; Environmental Education; Nuclear Energy; Physics; Risk; Science Education; Teaching Methods; Technology Education
IDENTIFIERS- *Risk Assessment

The proceedings of the International Conference on Energy Alternatives and Risk Education contains papers which examine science teaching in relation to societal aspects of risk assessment. A challenge for the conference was to show how science education can help students learn the concepts of acceptable and unacceptable risks, leading to rational decision making. Energy education was chosen as a vehicle for answering this challenge. The proceedings are divided into sections on energy education, nuclear education, and risk education. Some of the papers presented include: "Energy Change, Difference and Danger" (Jon Ogborn); "Energy Education for Non-science Majors" (Joseph R. Priest, William H. Rauckhorst); "Microcomputer in Teaching about Energy Conservation" (Jozefina Turlo, Zygmund Turlo); "Student Energy Research Competition" (John FitzGibbons, Joseph Drenchko); "Training Atomic Energy, Aimed at Teachers" (M. Hiroshe et al.); "Nuclear Teacher Training in Hungary" (Kate Papp); "The Public Acceptance of Nuclear Power" (Philippe Berthelot); "Why in the World Should We Teach Statistics?" (Ed Jacobsen); "Risk Perception Studies in Schools" (Joan Solomon); "Acid Rain Monitoring in Schools" (I. Hobinka, M. Riedel, B. Javorszky); and "The Business of Future" (E. Leonard Jossem). The book includes summaries of 15 workshops, and a list of conference participants. (LZ)

ED 376 089   SO 024 313

Regional Consultation Meeting on Cooperation for the Renewal and Development of Education in Europe. (Paris, France, February 12-15, 1991). Working Document.

PUB DATE- 31 Jan 91

NOTE- 32p.; Some portions may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adult Basic Education; Curriculum Development; *Educational Development; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; *International Educational Exchange

IDENTIFIERS- European Community

This document was prepared to facilitate and guide the discussions of the Regional Consultation Meeting on "Cooperation for the Renewal and Development of Education in Europe (CORDEE)," convened at UNESCO Headquarters from February 12-15, 1991. It is based on the draft proposal for a new European program in the field of education that was submitted to member states for comments and suggestions. It also takes into account the proposals submitted by European member states in relation to the preparation of the draft program and budget for 1992-93 and informal consultations on other meetings. The purpose of the regional consultation meeting was to examine these proposals and to prepare suggestions for the director general concerning the scope and further development of the CORDEE program and its links with other European programs and institutions. Needs and perspectives of cooperation for the renewal and development of education in Europe are discussed. The paper focuses on three priority areas of proposed cooperative activities for 1991-93. The first, education for all, meeting basic learning needs, consists of three specific areas of consideration: adult literacy in industrialized countries; renewal and development of primary education; and promotion of alternative approaches to primary education. The second priority, renewal and development of educational content for the 21st century, addresses: renewal of educational content and curricula; enhancing humanistic, cultural, and international dimensions; promoting education for international understanding and the role of civic education; the ecological dimension; preventive education; and science, technology and employment dimensions. The third priority, strengthening capacities for the renewal and development of education, consists of: policy analysis, planning, and evaluation; educational research and development; teacher training; new technologies; and educational documentation and information. (DK)

ED 376 125 SP 035 512

Han, You-Kyung

The Impact of Teacher's Salary upon Attraction and Retention of Individuals in Teaching: Evidence from NLS-72.

PUB DATE- Apr 94

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Career Choice; Causal Models; Elementary School Teachers; Elementary Secondary Education; *Labor Turnover; *Predictor Variables; Secondary School Teachers; Sex Differences; *Teacher Persistence; Teacher Recruitment; *Teacher Salaries

This study analyzed the relationship between the occupational decisions of teachers or potential teachers and salary differences that exist between teachers and workers who are employed in alternative occupations. Occupational choice theory is reviewed, and research related to teacher salary, teacher recruitment, and teacher retention is analyzed. A conceptual model of causal relationships among variables in determining the occupational decisions of both prospective and practicing teachers is presented. A sample of teachers or potential teachers was drawn from the National Longitudinal Study of the High School Class of 1972 (NLS-72), its five follow-up surveys, the Postsecondary Education Transcript Study, and the Teaching Supplement questionnaire, resulting in 737 valid cases for the study of attraction to teaching and 495 cases for the study of retention. Findings indicate that the level of teachers' earnings relative to alternative occupations pursued by college graduates has a direct effect on occupational decisions of prospective and current teachers. Women showed a lower response to earnings than did men. The analysis confirmed the effects of various predictors of choosing and leaving teaching--gender, race, family background, the level of teaching, school type, subject specialty, and satisfaction with teaching. (Contains approximately 60 references.) (JDD)

ED 375 755 HE 027 854

Funk, Carole
What Do Women Students Want? (And Need!). Strategies and Solutions for Gender Equity.
PUB DATE- Jun 93
NOTE- 15p.; Paper prsented at the Annual Meeting of the American Association of University Women Symposium "Gender Issues in the Classroom and on the Campus: Focus on the 21st Century" (Minneapolis, MN, June 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Curriculum Development; Educational Environment; Educational Improvement; *Educational Strategies; *Elementary Secondary Education; Equal Education; Females; *Higher Education; School Counseling; Sex Bias; *Sex Differences; *Sex Discrimination; *Sex Fairness; Sexism in Language; Sex Stereotypes; Socialization; Staff Development; Student Evaluation; Teaching Methods; *Womens Education

This paper argues that sexism and gender discrimination remain a significant problem in elementary, secondary, and higher education, and offers specific educational strategies and solutions to help overcome such inequalities. The paper explores female socialization and stereotyping, along with the real physiological and psychological differences between males and females that affect learning and academic performance. It examines research on discrimination in elementary schools, secondary schools, and institutions of higher education, along with the effects of such discrimination. The paper then offers 70 specific strategies and solutions to curricular, cultural, methodological, evaluation, counseling, and staff development problems faced by schools and colleges. (MDM)

ED 375 774   HE 027 873

Student Data Report. Oklahoma Higher Education 1992-93.
PUB DATE- Apr 94
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; College Entrance Examinations; *College Students; *Enrollment; Enrollment Projections; Enrollment Trends; Ethnicity; Graduation; Higher Education; Private Colleges; Public Colleges; Race; Scores; Sex; State Colleges; State Universities; Statistical Data; *Student Characteristics; Student Financial Aid; Transfer Students; Trend Analysis
IDENTIFIERS- *Oklahoma

Fifty-five tables, 31 figures, and text examine enrollment, student characteristics, and student financial aid in Oklahoma public and independent institutions of higher education. The data are organized in the following categories: introduction, student inflow, enrollments, distribution, student progression, transfer of students, enrollment projections, American College Test mean scores, graduation rates, financial aid, and noncredit activities. Data highlights include: (1) from 1991-92 to 1992-93, first time freshmen in public institutions increased by 2.4 percent; (2) public institution enrollment in 1992-93 represented a 10-year high; (3) over time, two out of three Oklahoma high school seniors go to an Oklahoma public college; (4) 56 percent of students at public institutions enrolled as full-time students; (5) between fall 1991 and 1992, Asian enrollments increased by 7.9 percent, Blacks by 4.7 percent, Hispanics by 8.1 percent, Native Americans by 9.7 percent, and Whites by 1.6 percent; (6) the average age of students has increased 2.2 years since 1983; (7) Oklahomans comprised 90.6 percent of the students in the public sector in fall 1992; (8) in 1991-92, grants continued to increase slightly as sources of financial aid dollars while loans, scholarships, and student employment declined slightly; and (9) the amount of noncredit activity decreased from 1991-92 to 1992-93, with the most frequently reported focuses being "business" and "upgrading skills." (JDD)

ED 375 794 IR 016 816

Anning, A. J. E.
Technological Capability in the Primary School Classroom. Occasional Publication No. 6.
PUB DATE- 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- British National Curriculum; Classroom Observation Techniques; Educational Legislation; Elementary Education; *Elementary School Teachers; Evaluation Methods; Foreign Countries; Interviews; *Program Implementation; Research Needs; Skill Development; *Teacher Attitudes; Technological Advancement; *Technology Education
IDENTIFIERS- *England; Model Building; *Training Needs

Teachers in England and Wales are working to implement the targets and programs of study for technology, which was defined in the 1993 National Curriculum as "the creative application of knowledge, skills, and understanding to design and make good quality products." To determine the needs and attitudes of primary-school staff, researchers conducted a study in 12 primary schools. The researcher observed teachers and students in four classrooms as the students engaged in design and technology activities, recording children's responses to these tasks using video recording, photographs, field notes, and interviews with the children. (Two such activities consisted of making models of vehicles used on a building site and a traction engine by 6- and 7-year-old children.) Interviews and observations show that teachers were left to operationalize the order for technology use through trial and error, and that many lacked the necessary technical and conceptual knowledge and craft skills. Issues about teaching technological capability that were identified by this study include: (1) communicating through drawing; (2) acquiring technical skills; (3) acquiring technical knowledge; and (4) providing opportunities for students to evaluate "real" artifacts using predetermined criteria. It is concluded that, while many areas of design and technology capability remain under-researched, the four issues listed will be the focus of additional study. Ten figures illustrate the discussion. (Contains 24 references.) (SLD)

ED 375 813		IR 016 867

Dusewicz, Russell A.; Patrick, Edward M.
An Evaluation Study of Teleteaching in Pennsylvania, 1987-1988.
PUB DATE- Sep 88
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Audiovisual Instruction; Computer Assisted Instruction; Computer Networks; Cost Effectiveness; *Distance Education; Elementary Secondary Education; Evaluation Methods; Instructional Effectiveness; Microcomputers; Questionnaires; State Programs; Student Attitudes; Teacher Attitudes; Telephone Communications Systems
IDENTIFIERS- *Audiographics; Electronic Blackboards; Electronic Chalkboards; Pennsylvania; Research for Better Schools Incorporated

This document presents the final report on the Evaluation of the Pennsylvania Teleteaching Project, which was designed to accomplish six objectives: (1) to provide students with the opportunity to take courses that would otherwise be unavailable; (2) to provide students with a higher level of learning; (3) to be usable across a wide variety of learning environments; (4) to provide an administratively manageable and politically viable alternative means for instruction; (5) to provide teachers with a professionally non-threatening and professionally satisfying alternative teaching method; and (6) to provide a cost-effective alternative means of instruction. An audiographic system was used, that is, microcomputer linking via regular telephone lines coupled with an audio bridge; this technology allows a computer terminal to function as an electronic chalkboard and provides audio interaction. The study design and procedures included the collection of data using four methods: a mail questionnaire for teachers, a student data collection form also sent to teachers, a mail questionnaire for administrators, and a student questionnaire. The results and conclusions reported are drawn from the analyses of the questionnaire data from the three groups as well as results from the limited available student performance data. These results are discussed separately for each of the target groups, and the conclusions are organized into six areas relating to the evaluation questions: course opportunities, level of learning, versatility of application, viable alternatives, professional satisfaction, and cost effectiveness. Discussions of some of the issues uncovered during the evaluation of the project and some recommendations for addressing them conclude the report. The survey instruments are appended. (JLB)

ED 375 890 JC 940 606

Chen, May K. C.

Annual Information Digest, Los Angeles Community Colleges, 1992-1994.

PUB DATE- Aug 94
NOTE- 135p.; Prepared by the Office of Research and Planning.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Programs; College Transfer Students; Community Characteristics; *Community Colleges; *Educational Finance; *Enrollment Trends; Full Time Students; Minority Groups; *Multicampus Districts; Part Time Students; Population Trends; School Demography; School District Spending; School Personnel; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

Providing historical data up to 1992-1994 on the nine colleges in the Los Angeles community college District (LACCD), this statistical digest presents tables and graphs on student characteristics, enrollment trends, instructional programs, student performance and articulation, special services, and fiscal and personnel resources. Highlighted district findings include the following: (1) enrollment dropped 11% since the fall 1993 removal of the $13 per-unit cap and the imposition of a $50 per-unit fee for students holding bachelor's degrees; (2) since 1975, the percentage of Asian students in the student body has increased more rapidly than in the community, while Hispanic enrollment has increased more slowly than in the community; (3) the headcount proportion of traditional college-age students has declined over the past 15 years; (4) weekly student contact hours (WSCH) rose notably from fall 1992 for English, psychology, and chemistry, while WSCH declined for physics and English as a Second Language; (5) at the end of four years, 8% of the 1989 cohort had graduated and another 13% were still enrolled in an LACCD college; (6) among ethnic groups, Hispanics were less persistent than Whites in the first year but improved in succeeding years, while Asians were the most successful and Blacks the least successful groups; (7) with respect to transferring students, LACCD colleges have been less successful than other California community colleges; and (8) the total number of awards granted in 1992-93 was the highest since the mid-1980s at 6,032. Includes a district map and a glossary of terms. (KP)

ED 375 926 PS 022 486

Margioridou, Chrisa; Takantza, Efterpi
Cognitive Development through the Study of the Environment: From Sheep to Jumper, from Popular Tradition to Modern Ways of Production.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; *Clothing; *Cognitive Development; Cultural Background; *Experiential Learning; Field Trips; Foreign Countries; *Handicrafts; Learning Activities; Music Activities; *Preschool Children; Preschool Education
IDENTIFIERS- Greece; Sheep; Textile Industry; *Textiles; *Wool

The paper describes how preschool children's cognitive development is affected by the study of their surroundings and environment. A group of preschool children from the Child's Center of Aristotle University of Thessaloniki, Greece, were provided with opportunities to examine the transformation of wool into cloth and clothing. These included: (1) a puppet show to expose the children to the composition of jumpers and other clothing; (2) a discussion of the qualities of home-made and purchased jumpers; (3) a visit to a clothing factory that made woolen jumpers; (4) a demonstration of the process whereby raw wool is turned into thread; (5) a visit to a museum to see how wool was turned into thread and cloth in the past; and (6) a visit to a farm to see sheep. At each stage the children were questioned about their attitudes and experiences. The children participated in art and music activities related to the production of wool, cloth, and clothing, and gained an understanding of the historical role of thread and cloth-making in Greece. The activities contributed to the children's cognitive and vocabulary development, as well as to their ability to think scientifically. Contains six references. (MDM)

ED 375 967 PS 022 789

Karas, Elizabeth A.
Increasing Parent and Teacher Understanding of the Head Start Policy Council through Improved Communication Activities.
PUB DATE- 94
NOTE- 75p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; *Parent Education; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Parent Workshops; Preschool Education; *Teacher Education; Training
IDENTIFIERS- Head Start Policy Councils; *Project Head Start

A practicum, carried out at a Head Start program in a large southern United States school district, was designed to use inservice training and print and video resources to help Head Start teachers and parents become more knowledgeable about the Head Start Policy Council (HSPC), which involves parents in the decision making in the Head Start program. It was well documented that teachers and parents were not well-informed about the Policy Council, which meant that the local program was out of compliance with the Head Start On-Site Program Review Instrument (OSPRI). Five expected outcomes of the program, reflecting increased teacher and parent knowledge and involvement, were defined; these outcomes were assessed by OSPRI criteria, a teacher questionnaire, results of HSPC elections, attendance at a first meeting, self-assessment results, and an informal telephone poll of parents. Teachers were given inservice training, which familiarized them with research about parent involvement in education and HSPC; they also received monthly follow-up training materials to develop a permanent resource file. Parents attended meetings and received a core parent handbook and additional print information. Analysis of quantitative data revealed that the project goal was attained: teachers and parents did become more knowledgeable about the HSPC, and parents were more involved in the HSPC. (Six appendices include questionnaires and agendas for training sessions and meetings. Contains 15 references.) (TM)

ED 376 044 SE 054 744

Bland, Samuel S.
Sea Turtle Trek. Hammocks Beach State Park: An Environmental Education Learning Experience Designed for Grades 6-8.
PUB DATE- Apr 94
NOTE- 56p.; For related guides, see SE 054 736-743 and SE 054 746.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); *Ecological Factors; *Ecology; Educational Games; *Endangered Species; Environmental Education; Grade 6; Grade 7; Grade 8; *Habitats; Intermediate Grades; Junior High Schools; Parks; Resource Allocation; Science Activities; Science Education; Worksheets
IDENTIFIERS- Aquatic Life; Environmental Awareness; Hands On Experience; North Carolina State Parks System; Reptiles; *Resource Management; *Sea Turtles

This activity guide, developed to provide hands-on environmental education activities geared to Hammocks Beach State Park in North Carolina, is targeted for grades 6, 7, and 8 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are: animal adaptations, sea turtle life cycle, endangered species, natural and human threats to species, and resource management. Includes an introduction to reptiles, a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about Jones Lake State Park. Appendices contain a sea turtle fact sheet, a Loggerhead sea turtle fact sheets, and sea turtle conservation information. (MKR)

ED 376 067 SE 055 230

Crites, Alice; And Others
Wise Water Ways. Teaching Guide. Activity Book.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; Intermediate Grades; Teaching Guides; *Water
IDENTIFIERS- Nevada; *Water Conservation

To increase student's awareness of the need to conserve water and ways they can become personally involved in developing water-saving habits, a water conservation education program was established. The program described contains a series of activities to be presented in the form of discussions, games, and puzzles. Each activity involves the identification of water-saving actions, applying water conservation principles to everyday situations and developing methods to communicate conservation needs. (ZWH)

ED 376 107 SO 024 480

Vigilante, David
The Port Royal Experiment: Forty Acres and a Mule? A Unit of Study for Grades 8-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black History; *Civil War (United States); Grade 8; Grade 9; Grade 10; Grade 11; Grade 12; *History Instruction; *Land Settlement; *Ownership; Primary Sources; Secondary Education
IDENTIFIERS- *Port Royal Experiment; *South Carolina (Sea Islands)

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. By studying a crucial turning-point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. The unit contains teacher background materials, lesson plans, and student resources including primary source documents and background materials. The unit has six objectives: (1) to trace the development of emancipation during the Civil War; (2) to describe the condition of the newly freed slaves; (3) to explain the circumstances that led to the Port Royal experiment; (4) to explain the impact of land ownership on the freedmen; (5) to trace the changes in attitudes of government officials toward a land policy for freedmen; and (6) to describe the northern and southern attitudes toward freed people and to explain the impact of these various attitudes on policies affecting African Americans. The unit consists of four lesson plans. The first, the Port Royal Experiment, explains the background of the experiment and examines how northern leaders differed over emancipation early in the war. The second, the life of freed people, develops historical empathy by considering the goals, conditions, and feelings of the freedmen, and examines attitudes and values of Northerners and Southerners, regarding the freedmen. The third lesson reveals the basics of the land redistribution issue. The fourth lesson is a role playing exercise on access to homesteads by freedom. Contains nine references. (DK)

ED 376 144 SP 035 563

Cornford, Ian
The Politics of Fashion in Teacher Education Research and
Practice.
PUB DATE- Jul 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Practices; *Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; *Program Attitudes; *Program Effectiveness; Reflective Teaching; *Teacher Education Programs; Trend Analysis
IDENTIFIERS- Australia; *School Based Teacher Educators

There is a strong international trend for governments to move teacher training away from the universities into the schools. In effect, this is a challenge to the expertise and effectiveness of university-based teacher educators. This paper examines the role of fashions in research in the destruction of teacher educator credibility. Reflective teaching, the quantitative-qualitative debate, and challenges to a notion of commonsense reality springing from a range of sociological and philosophical theories are considered as more recent examples of fashionable research issues in teacher education. Reasons for fashions in education research considered include: pressures generated by the scaling down and closure of teacher education facilities in the United States and the United Kingdom; the advent of more journals, all competing for a buying and reading audience; attempts to judge academic worth through volume; and a tendency for academics to avoid lengthy research projects. The need for a more rigorous approach to research involving replication and transfer to natural classrooms is highlighted as well as the need for extensive trialling before new approaches are widely implemented. (Contains approximately 40 references.) (Author/LL)

ED 376 163 SP 035 589

Ham, Maryellen C.; And Others
Differentiated Teacher Evaluation Equals Enhanced Student Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 45p.; Paper presented at the National Evaluation Institute of the Center for Reasearch on Educational Accountability and Teacher Evaluation (Gatlinburg, TN, July 10-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Demonstration Programs; Educational Improvement; Educational Practices; Elementary School Teachers; Elementary Secondary Education; Faculty Development; *Performance Factors; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Responsibility
IDENTIFIERS- Component Theory; *Model Characteristics; *Model Development; Vermont

In August of 1991, the Colchester (Vermont) Board of Education and the Colchester Education Association (CEA) jointly initiated a Teacher Evaluation Study Committee. The group assumed responsibility for producing a revised teacher evaluation model which would positively impact the district's teaching and learning process. During school year 1992-1993, 34 teachers and 9 administrators actively participated in a pilot project that employed a differentiated teacher evaluation model. School based meetings were organized to introduce all teachers to the model's five differentiated components: (1) focused assistance: adapting to new contexts; (2) focused assistance: improving current practice; (3) administrator consultation; (4) colleague consultation; and (5) self directed enhancement. The model addresses four major topic areas: classroom teaching, administrative and professional responsibilities, professional development, and goal achievement. Within each of these areas, specific differentiated descriptors define performance standards. Because the implementation of this project remains a "work in progress," no hard data to support its impact is available. Two appendixes provide comprehensive descriptions of the model's differentiated components and detailed charts of performance descriptors for the four major topic areas. (Contains 29 references.) (LL)

ED 375 717 HE 027 801

Kearney, Gretchen Warner; Kearney, Terrence J.

Transfer Student Expectations and Satisfaction: Predictors for Academic Performance and Persistence. ASHE Annual Meeting Paper.

PUB DATE- Nov 94
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Students; *Expectation; Higher Education; Institutional Characteristics; Participant Satisfaction; *Predictor Variables; *Student Attitudes; *Transfer Students; Urban Universities
IDENTIFIERS- *ASHE Annual Meeting

Students (n=424) who transferred to a large public urban university in fall 1989 were surveyed at the time of their matriculation and 131 students were surveyed again in March 1993 to discover their perceptions of 12 institutional characteristics. Characteristics included quality of academic programs, variety of courses and programs, faculty teaching ability, faculty availability outside class, class size, availability of financial aid and scholarships, affordability of tuition and fees, convenience of campus location, attractiveness of campus facilities and grounds, social atmosphere, availability of student support services, and fairness of campus rules and regulations. A gap analysis was performed and related to the students' academic performance and persistence. Significant relationships were found between persistence and gap scores, indicating that changes in transfer students' perceptions of the university over time, and particularly of its academic environment, were important predictors for their graduation and persistence. For the vast majority of multiple-transfer respondents, their experience at the university did not measure up to initial expectations. The factor most significantly related to persistence was academic quality. Measures that colleges and universities could take to temper student expectations with a dose of realism and enhance the chances for student satisfaction are noted. (Contains 50 references.) (JDD)

ED 375 735 HE 027 819

Nienhuis, Robert W.
Satisfied Faculty and Involved Chairpersons: Keys to Faculty Retention. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Career Change; *College Faculty; *Decision Making; *Department Heads; *Faculty College Relationship; Faculty Mobility; Higher Education; *Job Satisfaction; Research Universities; *Teacher Attitudes; Teacher Persistence
IDENTIFIERS- *ASHE Annual Meeting

This study sought to identify those factors which increase a faculty member's satisfaction with, and desire to remain at, his or her institution of higher education when presented with a competing job offer. Tenured, tenure-stream, and specialist faculty (N=2,051) at a research university were surveyed. Participants were asked to rate: (1) their degree of satisfaction with each of 31 aspects of the job and (2) the importance of each of 44 factors in deciding to leave the university. In addition, 25 faculty who had received recent external job offers were interviewed regarding their decision making process as were nine department chairpersons who had discussed such external job offers with a faculty member. Six issues were identified as being factors in job satisfaction of which the most important in a decision to remain or leave were those having to do with colleagues and recognition. Two areas of involvement by the department chairperson were identified as being of critical importance for faculty retention. First, the creation of a positive climate in the department and, second, the response of the chairperson to a faculty member's announcement of a job offer (faculty members wish to be told they are valued and that every effort will be made to retain them). An appendix charts the factor loadings for both job satisfaction and reasons for leaving the university. Contains 26 references. (DB)

ED 375 853 IR 055 257

Savich, Chanelle McMillan
The State of the Vertical File in DuPage County, Illinois, Public High School Libraries.

PUB DATE- Sep 93
NOTE- 53p.; Student research paper, Northern Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *High Schools; Learning Resources Centers; Librarian Attitudes; Library Collections; Library Research; *Library Services; Media Specialists; Pamphlets; Public Schools; Questionnaires; *School Libraries
IDENTIFIERS- *DuPage High School District IL; *Vertical Files

This paper describes a study designed to determine the status of the vertical file in public high school libraries in one Illinois county. The purpose of the study was to examine how vertical files were maintained, promoted, and used in the libraries. The data were collected via telephone and on-site interviews. All 22 library media centers in DuPage county were contacted and asked about the file. The eight most active vertical files and two of the average files in the high schools were chosen to be visited to determine if the files were as useful as the librarians indicated. A schedule was prepared for the on-site inspection to compare the files. Analyses of the data indicated that 19 of the high school libraries have active vertical files, 10 of which could be rated as excellent, five as average, and four as marginal; well-used files were considered important information resources; and more than half of the librarians felt that vertical files could not be replaced by technology. Some factors that could increase the use and quality of a vertical file were also identified, including periodic weeding, adding new materials regularly, designating a staff member to be in charge of the file, and promoting the file. The telephone and on-site interview instruments are appended. (JLB)

ED 375 872 JC 940 564

Andrews, Hans A.
Qualifications Handbook for Faculty and Academic Support Personnel at Illinois Valley Community College. Fifth Edition.
PUB DATE- Oct 94
NOTE- 71p.; Title page reads "The Minimum Qualifications Handbook at Illinois Valley Community College."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Community Colleges; *Counselor Qualifications; Departments; Employment Qualifications; *Full Time Faculty; Librarians; *Part Time Faculty; Teacher Aides; *Teacher Qualifications; Two Year Colleges; Vocational Education Teachers
IDENTIFIERS- Illinois Valley Community College

This handbook presents the minimum qualifications required for full- and part-time faculty and academic support personnel at Illinois Valley Community College (IVCC). Section A presents board of trustee policies regarding: (1) hiring of professional staff; (2) hiring of full-time faculty; (3) hiring of full-time academic support personnel; (4) establishing competencies for full-time faculty and instructional support personnel; (5) decision not to rehire non-tenured full-time faculty and instructional support personnel; and (6) reduction in force of full-time faculty and instructional support personnel. Section B defines terminology such as "qualified," "competent," and "competencies." Section C discusses ways qualifications are established. Sections D through G describe minimum qualifications to teach various subject areas in the humanities and fine arts; business and engineering; life and physical sciences; and social sciences and public service divisions. Section H describes minimum qualifications for academic support personnel such as counselors, assistants to instruction, and librarians. The final section outlines the minimum qualifications necessary to teach automotive engine repair; small engine repair; food service preparation; and commercial custodian programs at the Sheridan Correctional Center. (KP)

ED 375 908 JC 940 626

Lynn, Morgan
Partnering for Diversity. Final Report.
PUB DATE- 28 Jul 94
NOTE- 8p.; Revised version of a paper presented at the Annual Collaborative Conference of the California Community Colleges (3rd, San Jose, CA, April 13-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Diversity (Institutional); *Faculty Recruitment; Labor Turnover; *Leadership Training; *Mentors; *Minority Groups; Program Descriptions; Program Implementation; *Teacher Workshops; Two Year Colleges
IDENTIFIERS- Cerritos College CA; Partnering for Diversity CA

To increase the diversity and retention levels of underrepresented faculty and staff, Cerritos College implemented the Partnering for Diversity program. Specifically, the program sought to: increase participation of underrepresented employees in positions of leadership; increase the diverse applicant pool for tenure track position by mentoring underrepresented graduate students; develop campus policies and procedures based on outcomes achieved; evaluate program activities for effectiveness; and disseminate the results of the project. The program consisted of two tracks: Track 1 was designed to increase retention by creating career paths and Track 2 to recruit graduate teaching students at local universities to teach at Cerritos under the mentorship of faculty. Specific steps taken to achieve program objectives included the following: (1) the development of 1-day leadership skills workshops and a project to allow participants to observe managers at work; (2) 10 university teaching students have worked with Cerritos teachers to date, of whom 4 have received part-time positions; and (3) the workshops have been evaluated by participants, while the university teaching students were evaluated by students and their mentors. In addition, policy and procedure statements are currently being developed and dissemination is expected to take place via the college's gopher site, a host for the California State-Wide Information Server. (KP)

ED 376 022 SE 054 167

Gillberg, Bjorn O.; Tamplin, Arthur R.
Training for Environmental Law Enforcement in Sweden: The role of NGOs. Discussion Paper No. 105.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; Environmental Education; Foreign Countries; *Pollution; Postsecondary Education; *Training
IDENTIFIERS- Environmental Action; *Environmental Law; *Sweden

This discussion paper examines the training citizen groups need in order to confront a wide variety of industries and types of pollution. Section I of the paper focuses on the interaction of three groups: (1) industry: this group includes distributors of environmental pollutants as well as manufactures of pollution control equipment; (2) government regulators; and (3) citizens. Section II reviews Swedish environmental legislation and the factors that lead to the development of a partnership type relationship between industry and regulators thus creating a need for citizens to act as environmental police. Section III examines the education, training, and information environmental organizations need in order to confront a wide variety of industries. Section IV discusses efforts to educate the public as a "first line of defense," and presents the details of two major information campaigns, one involving opposition to nuclear energy, and the second directed towards environmentally safe energy sources for the future. Section V looks at the knowledge necessary to confront different industries that have different forms and mechanisms of pollution, within a legal context, and provides the technical contents of a licensing board hearing and a court action as an example. (LZ)

ED 376 068 SE 055 257

Diaz, Esteban; And Others

Science Education of Limited English Proficient, English Language Learners.

PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *English (Second Language); Equal Education; Inservice Education; *Instructional Improvement; *Limited English Speaking; *Science Instruction; Science Projects
IDENTIFIERS- California

The number of students in the science classroom who are learning English as a Second Language is increasing each day. This paper describes preliminary results of a California-based Teacher Enhancement project intended to increase elementary school teachers' science knowledge and ability to teach science to minority students and to promote the acquisition of English as a Second Language among English Language Learners. In a previous paper, success in changing teacher beliefs about their ability to teach science and their students' abilities to learn was discussed. It was noted, though, that there was very little impact on teacher beliefs about their ability to impact the science education of English Language Learner (ELL) students. This paper examines possible reasons for this and discusses some preliminary data suggesting why ELL students present such a strong challenge to science education. Additionally, it discusses further activities for addressing the needs of ELL students. (ZWH)

ED 375 833 IR 055 170

Lyle, Jack W.
The Impact of Depository Documents in CD-ROM Format on Certain Academic Federal Depository Libraries in Indiana.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Access to Information; *Depository Libraries; *Government Publications; Higher Education; *Information Dissemination; Library Research; *Optical Data Disks; Questionnaires; State Surveys

IDENTIFIERS- Indiana

The purpose of the study reported here was to investigate the impact of depository documents in CD-ROM format on academic federal depository libraries in Indiana. In the fall of 1992, a questionnaire was sent to all the federal academic depository libraries in Indiana. Topics covered in the questionnaire were the number of depository CD-ROMs received, their availability to the public, training of the staff, and levels of instruction given to the public in the use of these CD-ROMs. Based on the responses to the questionnaire, a dozen depository libraries in Indiana were selected to be visited. A more detailed list of questions was prepared including limits of use, location of CD-ROMs, and responses to new developments concerning CD-ROM technology. Analyses of the data indicated that: (1) most libraries dealt effectively with the CD-ROM format; (2) the number of depository CD-ROM titles received varied from three to all available; (3) over half of the libraries had not prepared their own user aids; and (4) instruction was given to patrons, but the quality of this instruction depended on the question, the patron, the knowledge of the staff, and how busy the staff were. Copies of the survey questionnaire and on-site questions are appended. (Contains 3 references.) (JLB)

ED 375 927 PS 022 496

Luck, Lisa; And Others
Japanese and American College Students' Perceptions and Attitudes

towards Maternal Employment.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Cross Cultural Studies; *Cultural Differences; *Employed Parents; *Family Life; Foreign Countries; Higher Education; *Mothers; Sex Differences; *Student Attitudes
IDENTIFIERS- Japan; United States

This study investigated American and Japanese college students' attitudes towards maternal employment. A total of 248 American students at Ursinus College in Pennsylvania and 98 Japanese students at Tohokugakuin University in Japan participated in the study. Students answered a questionnaire about the consequences of maternal employment for children and their own mothers' work status. The study found that both American and Japanese males perceived the costs of maternal employment as being higher than did females. Overall, the Japanese students were more likely to perceive maternal employment as exacting greater costs than American students. The findings suggest that Japanese believe, more so than Americans, that children lose out when mothers work outside the home. The American students' greater actual experience with mothers working outside the home may have contested myths about the negative impact of maternal employment. Contains 14 references. (MDM)

ED 375 947 PS 022 698

Family Day Care Licensing Study, 1994: Family Day Care Advocacy Project.
PUB DATE- Jul 94
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; *Day Care Centers; *Family Day Care;

Infant Care; Questionnaires; Sick Child Care; *State Licensing Boards; State Regulation; *State Standards
IDENTIFIERS- Family Day Care Providers; Family Day Care Systems; Regulatory Agencies

This directory contains results of a nation-wide survey of state regulatory agencies on family day care licensing information. Data on family day care homes and group or large family day care homes are included. The study reflects changes in regulations in the states as a result of the guidelines for the Child Care and Development Block Grant. Included is a glossary of terms, a table listing each state's regulatory requirements for family care homes, a copy of the survey, and a list of contacts in each state's regulatory office. The directory is arranged alphabetically by state, including the District of Columbia. Each state's entry includes the following twenty categories: (1) number of homes; (2) provider regulations; (3) unannounced inspection procedures; (4) complaint procedures; (5) provider qualifications; (6) provider training and orientation; (7) discipline policy; (8) emergency medical consent policy; (9) immunization policy for children; (10) national life safety fire code policy; (11) nutrition policy; (12) smoking policy; (13) before and after school programs; (14) infant care programs; (15) programs for children with disabilities; (16) sick child care programs; (17) zoning regulations; (18) available resources; (19) local contact; and (20) pending or new legislation. (SW)

ED 376 090 SO 024 368

Bowman, Paddy; Zeitlin, Steve
Folk Arts in the Classroom: Changing the Relationship between Schools and Communities. A Report from the National Roundtable on Folk Arts in the Classroom (Washington, D.C., May 3-4, 1993).
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 93

NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Community Resources; Cultural Activities; Cultural Education; Educational Policy; Elementary Secondary Education; *Folk Culture; Material Culture; Oral Tradition; Student Centered Curriculum

This conference report argues that folk arts, which are transmitted informally by community word of mouth and example, represent the core culture of the community. Since a central goal for education is to prepare students to understand, live in, and contribute to their culture, the traditional folk arts represent valuable classroom resources. They are a cross disciplinary arts component of a child-centered education. This concise summary of proceedings from the conference includes recommendations of the National Task Force on Folk Arts in Education, especially calling for a more prominent role for folk and traditional arts in federal and state education policy. The report concludes with lists of participants and key organizations as resources. (MM)

ED 376 126 SP 035 513

Northfield, Jeff
Rethinking the Way the Practicum Contributes to Learning To Teach.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; Elementary Education; Foreign Countries; Higher Education; *Practicums; *Preservice Teacher Education; Program Development; Program Effectiveness; Program Implementation; Student Teaching; *Systems Approach; Teacher Education Programs
IDENTIFIERS- *Australia

This paper reports on changes in the practicum component of a teacher education program, designed to provide experiences related to the systemic functions of schools. The practicum evolved from genuine collaboration between a school and a university to share responsibility for preservice preparation. The program involved having the teacher educator move into the school with a group of 12-15 student teachers for 12 weeks and conduct the preservice program (both theoretical and practical components) in the school setting. A major purpose was to give student teachers a school experience, rather than just a classroom experience; there is widespread agreement that it better prepared student teachers for the systemic demands of teaching. Program issues are discussed, including the extent of learning versus socialization that takes place. Experience with this program indicates some directions for universities to consider when reviewing their preservice programs, such as: the time demands for university staff to be in schools and the low status accorded to these activities among faculties of education, the potential of the practicum for providing powerful educative experiences for young teachers, the importance of addressing systemic issues, and the need to encourage preservice teachers to develop a commitment to career-long learning. (JDD)

ED 375 775 HE 027 874

Oklahoma High School Indicators Project. High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges: Linear College-Going Rate, Combined College-Going Rate.

PUB DATE- Aug 94

NOTE- 139p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Bound Students; Community Colleges; Enrollment; *Enrollment Rate; Higher Education; High Schools; High School Students; Private Colleges; Public Colleges; State Colleges; State Universities; *Stopouts; Tables (Data)

IDENTIFIERS- *Educational Indicators; *Oklahoma

This report provides a single-year rate and a 3-year average of the Oklahoma college-going rate. The average linear college-going rate for Oklahoma colleges in 1993-94 was 43.9 percent of the Oklahoma high school graduates from 1990-91, 1991-92, and 1992-93. Of 1992-93 high school graduates, 44.7 percent went directly to an Oklahoma college the following academic year. Combining those students who are attending directly out of high school with those students who have delayed entry for 1 year or more (the combined college-going rate) resulted in a rate of 70.1 percent of the high school graduates from 1990-91, 1991-92, and 1992-93. The aggregate data came from the Oklahoma State Department of Education and from the Oklahoma State Regents for Higher Education's Unitized Data System. Data are presented by county and by high school within each county. (JDD)

Hsi, Sherry; Hoadley, Christopher M.

An Interactive Multimedia Kiosk as a Tool for Collaborative Discourse, Reflection, and Assessment.

PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; *Electronic Mail; Higher Education; *Multimedia Instruction

This paper reports on the design and testing of an electronic multimedia bulletin board called the Multimedia Forum Kiosk (MFK). This software tool was designed to support collaborative discourse between multiple participants. The MFK supports students' knowledge building as they read about issues, reflect on comments, and develop a point of view. The system provides two representations for fostering better comprehension of discourse and reflection through classification of comments into an "argument map." Multimedia elements (digitized video, audio, images) are posted to stimulate discussion. Its uses as an instructional tool and assessment tool, as well as a methodology for analyses of comments, are described. Guidelines for successful implementation in instructional settings based on classroom experiences are provided. These include introducing the MFK as part of the course, enforcing mandatory participation, developing continuous monitoring and feedback on multiple topics, faculty participation and commitment, and ensuring access to the system. Based on this project, it was concluded that the MFK has shown potential as a medium for collaborative discourse and reflection and that the success of the MFK is dependent on the commitment of the participants involved. (Contains 17 references.) (JLB)

ED 375 891 JC 940 607

Donsky, Aaron P.; Cox, Samuel C.
The Feasibility of an Evening LPN to RN Transition Program.

PUB DATE- 94
NOTE- 45p.; Conducted for Seminole Community College Nursing Department.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; Community Colleges; Feasibility Studies; *Nurses; *Nursing Education; Practical Nursing; *Student Educational Objectives; Telephone Surveys; *Transitional Programs; Two Year Colleges

In an attempt to handle the shortage of registered nurses (RN's), many institutions have designed articulation programs to move licensed practical nurses (LPN's) into RN programs. Research describes LPN's as nontraditional adult learners with family responsibilities who must work full-time while in school. Many are anxious about returning to the classroom. With these considerations in mind, some scholars in the field recommend that LPN-to-RN transition programs be separate from the second year of the RN program and that they be constituted to reflect the specific needs of adult learners. For example, these programs should be convenient and cost-efficient for a working adult; be limited to a few days a week; include only LPN's; have individualized learning components; and provide all necessary student learning support. To investigate the feasibility of a LPN-to-RN transition program, Seminole Community College (SCC) in Florida utilized the services of a direct mail service to identify LPN's and a telemarketing firm to conduct telephone interviews. Using a random sample of 500, 251 LPN's were contacted. The survey found that: (1) 62.2% were over the age of 40; (2) 71.3% had been practicing for 10 years or more; (3) 33.5% were employed in a hospital; (4) 15.5% were employed in a doctor's office; (5) 51.2% worked 40 or more hours per week; (6) 51.8% had an interest in studying part-time to become an RN; (7) 46.5% preferred evening classes, 31.8% day classes, and 21.7% weekends; (8) 57.4% preferred a 1 year, 20-hour per week program; and (9) the biggest reasons for delaying RN education were time, inconvenient class times, and cost. The study report includes the survey instrument and detailed results. (KP)

ED 375 968 PS 022 797

Henderson, Anne T., Ed.; Berla, Nancy, Ed.
A New Generation of Evidence: The Family is Critical to Student Achievement.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 94
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Academic Achievement; Early Childhood Education; Elementary Secondary Education; *Family Environment; *Family Influence; *Family Programs; Family School Relationship; Intervention; *Outcomes of Education; Parent Education; *Parent Participation; *Parent Student Relationship; School Community Relationship; School Policy; School Readiness; Socioeconomic Status

This report covers 66 studies, reviews, reports, analyses, and books. Of these 39 are new; 27 have been carried over from previous editions. An ERIC search was conducted to identify relevant studies. Noting that the most accurate predictor of student achievement is the extent to which the family is involved in his or her education, this report presents a collection of research papers on the function and importance of family to a student's achievement and education in school and the community. The research is divided into two categories: (1) studies on programs and interventions from early childhood through high school, including school policy; and (2) studies on family processes. The first category presents studies that evaluate or assess the effects of programs and other interventions, including early childhood and preschool programs and home visits for families with infants and toddlers, programs to help elementary and middle schools work more closely with families, and high school programs and community efforts to support families in providing wider opportunities for young people. The second category presents studies on the way that families behave and interact with their children, including the relationship between parent involvement and student achievement from the family perspective, characteristics of families as learning environments and their effects on student performance, and class and cultural mismatch. Two pages are devoted to each study. Each study is summarized; key elements of the program and important findings are presented. Major findings indicate that the family makes critical contributions to student achievement from the earliest childhood years through high school, and efforts to improve children's outcomes are much more effective when the family is actively involved. (AP)

ED 375 987   RC 019 228

Banker, Mark T.
Missionaries and Mountain Peoples: Presbyterian Responses to Southern Appalachia & Hispanic New Mexico.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Appalachian Studies Conference (March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Acculturation; Boarding Schools; Cultural Interrelationships; *Educational History; Elementary Secondary Education; Ethnocentrism; Intergroup Relations; *Mexican American Education; *Religious Cultural Groups; Rural Areas; *Rural Education
IDENTIFIERS- Appalachia (South); Marginality; Missionaries; *Mission Schools; New Mexico; *Presbyterian Church; Teacher Community Relationship

This paper examines the comparable educational histories of the "Hispanos" of a mountainous area of New Mexico and the peoples of southern Appalachia. Presbyterian missionaries entered both regions following the Civil War and soon placed mountain people in the category of "exceptional populations," along with freed slaves, Native Americans, Mormons, and other marginal groups in American society. By 1890, there were 32 mission schools in New Mexico serving more than 1,600 Mexican-American students. A decade later in the Appalachians, there were 37 mission schools that served 3,000 mountain youths. By the early 20th century, mountain students could progress from isolated one-room elementary schools to relatively large and well-equipped boarding schools that offered secondary-level work. The goal of boarding schools was to prepare future teachers for the advent of public school systems. As the latter expectation became fulfilled, Presbyterians gradually discontinued their day schools. The boarding schools, however, remained vital through the 1930s. Throughout the years many teachers left, but for those who remained, classroom duties made up only a small part of their daily routine. They performed an array of medical duties; offered advice about housekeeping, farming, and legal affairs; and served as midwives and undertakers. These efforts bridged cultural barriers, countered local suspicions, and perhaps most importantly, eroded the missionaries' own prejudices and ethnocentrism. Although the missionaries accomplished a great deal by offering education, there is evidence that their influence eroded traditional culture in both regions. (LP)

ED 376 004 RC 019 843

Designing Rural Schools As Community Learning and Service Centers: Conference Summary and Related Resource Guide (Dover, Delaware, March 11, 1994).

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 94

NOTE- 42p.; Conference jointly sponsored by the Delaware Rural Assistance Council.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Ancillary School Services; *Community Services; *Educational Planning; Elementary Secondary Education; Institutional Cooperation; *Integrated Services; Needs Assessment; Rural Areas; *Rural Schools; *School Community Relationship; Social Services

IDENTIFIERS- Community Needs; *Delaware; National Center for Service Integration NY; Rural Assistance Councils

In March 1994, representatives of rural Delaware school districts and community agencies met to develop information, insights, and plans that would lead to better services for all children, youth, and adults in their communities. The first part of this report summarizes the major ideas generated by small-group working sessions, and discusses the major stakeholders in designing rural schools; describes seven core issues in this design; identifies needs of children, youth and families; presents ideas for an initial action plan; provides ways in which county interagency councils and schools can work more closely; and recommends next steps. The second part consists of several resource items to assist school and community agency personnel to broaden the roles and enhance the mission of rural schools. These include a checklist for the process of crafting a profamily system of education and human services, a checklist of indicators of systems change, and a listing of key items from the National Center for Service Integration's resource briefs with a delineation of the key points identified in each. (RAH)

ED 376 045 SE 054 746

Ayers, Scott; Speed, John
Environmental Stewardship: It's Only Natural. Kerr Lake State Recreation Area: An Environmental Education Learning Experience Designed for Grades 3-5.
PUB DATE- May 94
NOTE- 36p.; For related guides, see SE 054 736-745.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Elementary Education; Environmental Education; Grade 3; Grade 4; Grade 5; Parks; *Recycling; Resource Allocation; Science Activities; Science Education; Worksheets
IDENTIFIERS- *Biodegradation; Composting; Environmental Awareness; Hands On Experience; North Carolina State Parks System; *Stewardship

This activity guide, developed to provide hands-on environmental education activities geared to Kerr Lake State Recreation Area in North Carolina, is targeted for grades 3, 4, and 5 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are: natural decomposition, environmental stewardship, recycling importance, recycling feasibility, conservation, and biodegradability. Includes an introduction to environmental stewardship, a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about Kerr Lake State Recreation Area. (MKR)

ED 376 145 SP 035 564

Harold, Barbara
Professional Practice Courses at Waikato University: The School-Based Component.
PUB DATE- Jul 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Bisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Principles; Elementary Education; Foreign Countries; Higher Education; Politics of Education; *Practicums; *Preservice Teacher Education; *Student Teaching; *Teacher Education Curriculum; Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- New Zealand

Teaching practice in schools is an essential component of the professional practice courses for primary student teachers at the University of Waikato (New Zealand). During the first three years of their training, students have a combination of short term placement in normal schools, and longer blocks of teaching practice in other schools. During this time they are expected to gain experience in urban and rural schools with junior (year 1-3), middle (year 4-6), and senior (year 7-8) levels, across all curriculum subject areas. The practicum comprises tasks from both professional practice and curriculum courses. In their fourth year, students are expected to undertake action research projects for short periods in schools. The professional practice courses aim to empower student teachers through the development of a reflective approach to the process of teaching, the development of clear links between theory and practice and the encouragement of a critical analysis of educational issues. This paper outlines the principles underpinning the teaching practicum, describes the structure and organization of the school-based component, and comments on some emerging practical, theoretical, and political issues. (Author/IAH)

ED 376 164 SP 035 592

Turley, Steve
"The Way Teachers Teach Is, Like, Totally Whacked": The Student Voice on Classroom Practice.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Practices; High Schools; *High School Seniors; Learning Activities; Learning Strategies; *Personality Traits; *Student Attitudes; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Pedagogical Content Knowledge; *Student Perception of Teaching Effectiveness

This paper reports a fragment from a recent investigation into student perceptions of effective teaching practices. The larger inquiry sought to ascertain which instructional methods, strategies, and activities employed by teachers are perceived as effective learning experiences by students. Specifically, this study focuses on the characteristics of effective methods of teaching from the point of view of eight high school seniors who were individually interviewed utilizing a format of open-ended questions and follow-up probes. Five distinct themes emerged related to classroom practice: (1) teaching methods can be effective for various reasons; (2) factors teachers should consider when framing lessons; (3) the teacher's presence; (4) the teacher's personality as a factor in learning; and (5) students' preference for whole class and individual methods as opposed to forms of group work. The findings discussed here bring together a manageable representation of the students' thinking and conversation. Informants' suggestions formed the basis for concluding that effective teaching is the coming together of method, context, student effort, and teacher commitment. The key factor in the classroom, however, remains the teacher's personality. (Contains approximately 40 references.) (LL)

ED 375 756   HE 027 855

Peskin, Carole Ann
Development of a Plan To Improve the Morale, Image, and Service of the Bursar's Office at Nova Southeastern University.
PUB DATE- Oct 94
NOTE- 33p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Administration; *Educational Finance; *Financial Services; Higher Education; Morale; *Program Improvement; *Public Relations; Quality Control; Staff Development; Student School Relationship; Universities
IDENTIFIERS- *Bursars Offices; *Nova Southeastern University FL

This paper reports on a proposed project to be undertaken to improve the morale, image, and service of the Bursar's Office at Nova Southeastern University. The project calls for: (1) a brainstorming meeting of the bursar's office staff; (2) bursar's office staff to offer suggestions to improve services; (3) the encouragement of teamwork and collaboration among the staff; (4) improvement of staff development and new employee orientation activities; (5) modeling of behaviors conducive to improved service and morale by the university bursar and controller; (6) increased individualized contact between staff and students; and (7) staff recognition and encouragement. Two appendixes provide an organizational chart of the bursar's office and a timeline for the implementation of the project. (MDM)

ED 375 854 IR 055 258

Top Twenty Bibliographies Compiled by the Continuing Education Committee of the Library Instruction Round Table of the American Library Association.

PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; Elementary Secondary Education; Higher Education; Learning Resources Centers; *Library Instruction; *Library Skills; Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- American Library Association

Each year the Continuing Education Committee of the Library Instruction Round Table of the American Library Association selects the top 20 journal articles and publications for the previous year. This collection presents these bibliographies for nine years from 1985 to 1993. Each bibliography is annotated and offers a sampling of the 20 best or most informative publications relating to library instruction or library user education for the previous year. Publications represent instruction in academic, public, school, and special libraries. Topics of the selected publications include the following areas: instructional methods and design; learning theory; application of technology to library instruction; user behavior; training of library professionals; and the evaluation of bibliographic instruction librarians and programs. An author index is provided. (The combined bibliographies contain 180 items.) (JLB)

ED 375 718 HE 027 802

Thieke, William S.
Developmental Change in Freshman Students: Validating Chickering's Theory of Student Development. ASHE Annual Meeting Paper.
PUB DATE- 5 Oct 94
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; *Developmental Stages; Higher Education; Longitudinal Studies; *Student Development; *Theories
IDENTIFIERS- *ASHE Annual Meeting; *Chickering (Arthur W)

This study was designed to validate Arthur Chickering's theory of student development, from both the perspective of assessing several of the vectors that Chickering described and by examining the factors that Chickering deemed important in affecting development along these vectors. Chickering proposed seven vectors of development for the typical college student: (1) developing competence, (2) managing emotions, (3) developing autonomy, (4) establishing identity, (5) developing mature interpersonal relationships, (6) clarifying purpose, and (7) developing integrity. This longitudinal study involved surveys of 242 members of the freshman class of 1995 at a small, selective, religiously affiliated college. It examined five influences on student development during the freshman year: living arrangements, environmental influences, peer experiences, faculty-student interactions, and extracurricular involvement. Findings validate much of Chickering's theory, as developmental change did occur and several of the variables (faculty student interactions, participation in activities, and peer interactions) had significant effects on several developmental measures. Implications of the study for student affairs and academic affairs practitioners are outlined. (Contains 36 references.) (JDD)

ED 375 736 HE 027 831

Barber, Charles K.
What To Do When OSHA Comes Calling.
PUB DATE- May 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Administrator Role; College Administration; *Colleges; Compliance (Legal); Higher Education; *Inspection; Institutional Role; Law Enforcement; *Legal Problems; *Occupational Safety and Health; *School Safety; *Universities
IDENTIFIERS- *Occupational Safety and Health Administration

This booklet explains the actions that college or university administrators should take if their institution is subject to an inspection by the Occupational Safety and Health Administration (OSHA) for possible health or safety violations. After providing a fictional case study and an explanation of the OSHA inspection process, the booklet reviews procedures that institutions should follow. Institutions should: (1) have in place a policy regarding warrantless inspections; (2) ask OSHA what prompted the inspection; (3) set conditions for the inspection; (4) establish control over the inspection; (5) volunteer little if any information to the inspector; (6) if necessary, halt the inspection to consult with counsel; (7) before the inspectors leave, ask what they plan to report; (8) begin preparing a response as soon as the inspection is completed; (9) review any citations carefully; (10) if a citation is issued, request a conference with the OSHA Area Director; (11) contest citations if there is reason to believe they are in error; and (12) where appropriate, settle the OSHA claim and include exculpatory language in the settlement. (MDM)

ED 375 795   IR 016 817

Technology for Education Act of 1994. Report Together with Additional and Minority Views To Accompany S. 1040. Senate Committee on Labor and Human Resources, 103D Congress 2d Session.

PUB DATE- Mar 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Computer Uses in Education; Educational Legislation; Educational Planning; *Educational Technology; Elementary Secondary Education; Equal Education; *Federal Legislation; Government Role; *Grants; *Information Dissemination; Program Implementation; *Technological Advancement; Training
IDENTIFIERS- Congress 103rd; Proposed Legislation

The Senate Committee on Labor and Human Resources reports favorably on Senate Bill 1040 (S. 1040) and recommends its passage as amended. S. 1040 is designed to provide leadership at the federal level to promote effective uses of technology to improve teaching and learning and to promote equal access to educational opportunities for all. It establishes a framework and future direction for the infusion of high-quality technology in support of the Goals 2000 legislation and other initiatives. An Office of Educational Technology is established and directed to undertake a long-term plan for educational technology. The remainder of the bill describes a series of grants to assist states in developing comprehensive technology plans and to encourage research. The legislation also provides funds for establishing consortia for educators and nonprofit providers to develop training, technical assistance, and information dissemination to advance technology in education. Proposed amendments are modifications to the language and some simplifications that do not affect the bill's emphasis on the role of technology as a major tool for education. (SLD)

ED 375 873 JC 940 574

Lovas, John C.; And Others
Shared Governance: The Next Generation.

PUB DATE- Jul 94
NOTE- 23p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Presidents; Community Colleges; *Organizational Change; *Participative Decision Making; *Politics of Education; Power Structure; Teacher Associations; Trustees; Two Year Colleges
IDENTIFIERS- *California; *De Anza College CA

This document contains three papers which present information from various perspectives on aspects of shared governance at De Anza College, in Cupertino, California. First, "Shared Governance: The Next Generation," by John C. Lovas, provides a brief history of governance in the Foothill-De Anza Community College District, and suggests some of the issues that this history raises for De Anza College. Lovas highlights changes in decision-making processes, resulting increases in faculty participation, and changes in faculty organizations. Next, "Operationalizing Shared Governance in Community Colleges," by Martha J. Kanter, identifies from the perspective of a first-year president the positive and negative aspects of shared governance, and proposes directions for De Anza to pursue in realizing shared governance. Three major points are made: (1) a revisiting of De Anza's mission, (2) communication throughout the college that the need to clarify paths for decision making had top priority, and (3) the identification of groups and individuals that are responsible and accountable of specific areas and decisions. Finally, "Trustee View of Shared Governance," by Jay Jackman, comments on California community colleges' legislative mandate to enhance the role of faculty in college and district governance; highlights national and international examples of failed shared governance; and underscores the importance of mission, integrity, and widespread involvement by the college community. (KP)

ED 375 909 JC 940 628

Pezzoli, Jean A.

Community Needs Assessment for an Electronics and Computer Engineering Technology Program at Maui, Molokai, and Lanai.

PUB DATE- Aug 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Oriented Programs; *Educational Needs; *Electronics Industry; *Employer Attitudes; Employment Projections; Feasibility Studies; Inservice Education; *Labor Needs; Needs Assessment; Program Proposals; Two Year Colleges; Wages
IDENTIFIERS- Hawaii (Lanai); Hawaii (Maui); Hawaii (Molokai)

In June 1992, Maui Community College (MCC), in Hawaii, conducted a survey of the communities of Maui, Molokai, Lanai, and Hana to determine perceived needs for an associate degree and certificate program in electronics and computer engineering. Questionnaires were mailed to 500 firms utilizing electronic or computer services, seeking information on the anticipated level and configuration of job openings within the next 5 years, types of in-service training, curricular emphasis, and class scheduling accessibility. Study findings, based on 102 completed questionnaires, included the following: (1) 55 of the 94 Maui firms that responded anticipated adding staff within the next 5 years; (2) 50 of these firms stated that they would consider hiring graduates of the proposed program, resulting in a total of 118 anticipated new hires; (3) 82% of these firms indicated that they would pay $8 per hour or more; (4) small service and repair companies accounted for 46% of the Maui firms willing to hire program graduates, with other major segments including government, banking, computer/office equipment, and engineering; (5) 70% of these companies reported 15 or fewer employees; (6) 37 of the 94 Maui firms estimated that 109 employees would need in-service training in computer programs, applications, systems, and microprocessors; (7) for the 7 firms responding from Molokai and Lanai, 1 Molokai firm anticipated hiring 1 new employee in the next 5 years, though a need for in-service training was expressed. The cover letter, survey instrument, and employer comments are attached. (KP)

ED 376 023   SE 054 364

Williams, Floyd K.

Leave It to Beaver. Merchants Millpond State Park: An Environmental Education Learning Experience Designed for Grades 4-6.

PUB DATE- Nov 93

NOTE- 47p.; For other Environmental Education Learning Experiences, see SE 054 365-371.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Animal Behavior; *Environmental Education; Experiential Learning; *Field Trips; Habitats; Intermediate Grades; Observation; *Outdoor Activities; *Outdoor Education; Zoology

IDENTIFIERS- *Beavers; Hands on Experience; *North Carolina; State Parks

This learning packet, one in a group of eight, was developed by the Merchants Millpond State Park in North Carolina to teach students in grades 4-6 about the habitat and lifestyle of the beaver. Loose-leaf pages are presented in nine sections that contain: (1) introductions to the North Carolina State Parks System, the Merchants Millpond State Park, the park's activity packet, and to the beaver; (2) a summary of the activities that includes major concepts and objectives covered; (3) pre-visit activities to draw or create an imaginary animal based on a described habitat; (4) on-site activities to explore the beaver's habitat; (5) post-visit activities to demonstrate how a human would survive in a beaver's habitat; (6) a list of 18 related vocabulary words; (7) a list of 15 references; (8) necessary park and parental permission forms for the visit; and (9) blank pages for taking notes. (MDH)

ED 376 069 SE 055 277

Scientific and Engineering Research Facilities at Universities and Colleges, 1994. Volume 1: Analysis.
PUB DATE- Sep 94
NOTE- 160p.; In electronic mail requests, include NSF publication number and title, number of copies, your name, and a complete mailing address.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Engineering Education; *Facilities; Higher Education; *Research Universities; Research Utilization; Science Education; Urban Universities
IDENTIFIERS- National Science Foundation

Universities and colleges are a critical component of the nation's research system. The availability and condition of research facilities at these institutions influence the ability of scientists and engineers to conduct research and train the future science and engineering work force. To insure that information regarding these institutions is available, Congress authorized the National Science Foundation to design, establish, and maintain a data collection and analysis capability in the Foundation for the purpose of identifying and assessing the research facilities needs of universities and colleges. This document contains the data collected from 565 institutions. The following questions are addressed in the document: (1) How much space is available for science and education (S&E) research, and how much has this changed over time?; (2) How much more S&E research space is needed?; (3) How good is existing S&E research space, and what improvements are needed?; (4) What is being done to address S&E research facility needs?; (5) Who funds capital projects?; (6) What more remains to be done?; (7) What is the state of S&E research facilities at historically Black colleges and universities?; and (8) What is the state of S&E research facilities at predominantly understate institutions? Four appendices contain technical notes, a list of sampled institutions, the survey questionnaire, and 12 references. (ZWH)

ED 376 091 SO 024 458

Ankeney, Kirk; Vigilante, David
Abraham Lincoln and Slavery: A Unit of Study for Grades 8-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black History; *Civil War (United States); Grade 8; Grade 9; Grade 10; Grade 11; Grade 12; *History Instruction; Military Personnel; Political Influences; Presidents of the United States; Primary Sources; *Public Opinion; *Racial Discrimination; Secondary Education; *Slavery
IDENTIFIERS- *Abolitionism; African Americans; Lincoln (Abraham)

This document is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. Students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. By analyzing primary sources, students learn how to analyze evidence, establish a valid interpretation, and construct a coherent narrative in which all the relevant factors play a part. This unit explores Abraham Lincoln's attitudes and actions regarding slavery, its abolition, and the use of African American troops during the Civil War. The unit places Lincoln's words and deeds amid the political realities of the day and in the context of the time in which he lived. Contemporary voices of both support and opposition draw attention to public reaction to Lincoln's policies. The unit consists of teacher background materials, lesson plans, and accompanying student resources. Unit objectives include: (1) to interpret documents in their historical context; (2) to understand the significance of the debate over the abolition of slavery and the use of African American troops; (3) to examine the historical context of emancipation; and (4) to explore the political motivation that influenced Lincoln's stance on slavery. Five lesson plans and

ED 376 108 SO 024 481

Pearson, Jim
A Society Knit as One: The Puritans, Algonkians, and Roger Williams. A Unit of Study for Grades 5-8.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; *Colonial History (United States); Culture Contact; Grade 5; Grade 6; Grade 7; Grade 8; High Schools; *History Instruction; Intermediate Grades; Middle Schools; Primary Sources; *Puritans; Social History
IDENTIFIERS- *Algonquians; *Massachusetts Bay Colony; *Williams (Roger)

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. By relying on primary sources, this unit explores the Puritans' attempt to create a utopian community in New England, the Massachusetts Bay Colony. The unit is built around 7 objectives: (1) to study historical documents in order to experience history as a dynamic discipline which studies, interprets, and debates the meaning of human artifacts and, through those, humanity's collective past; (2) to understand the Puritan's concept of covenant and explore how this abstract idea shaped their daily lives; (3) to examine the way Puritan children were treated from a variety of perspectives and from this study of children to imagine the way ordinary Puritans lived; (4) to study the different approach Algonkians had to the environment; (5) to appreciate the rich culture of the Algonkians and the way the culture was modified by its contact with Europeans; (6) to investigate the nature of Puritan local government and citizenship; and (7) to consider the way Puritan forms of government anticipated later more democratic practices and yet differed from these practices in certain fundamental ways. The unit consists of four lessons, and includes teacher background materials, lesson plans, and student resources. Contains 11 references. (Author/DK)

ED 375 757 HE 027 856

Hershenson, Jay; And Others
CUNY's Voter Registration System.
PUB DATE- 94
NOTE- 27p.; Testimony presented to the City of New York's Voter Assistance Commission at a public hearing, December 1, 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Chinese; *College Students; Higher Education; Immigrants; Program Descriptions; *School Registration; Spanish; State Colleges; *Voter Registration; Voting
IDENTIFIERS- *City University of New York; Voter Education

This collection of items including public testimony by the Vice Chancellor, Jay Hershenson, a formal resolution, a press release, and brochures, documents the City University of New York's (CUNY) unique voter registration system, "CUNY Project Vote". As the press release describes it, Project Vote is the nation's largest student voter registration drive and a non-partisan effort to sign up new voters among the university's 207,000 students and to urge them to participate in the electoral process. A registration fact sheet covers important dates, how to register, polling places, and absentee ballots. A reprint of the CUNY Board of Trustee's formal resolution establishing the plan states the project's goals of providing the chance to register to vote as part of the student class registration process along with appropriate voter education activities at the local college level. Brochures in English, Spanish and Chinese offer information particularly for foreign students concerning eligibility for citizenship, benefits of citizenship, the naturalization process, and the New Citizens Exam. The Vice Chancellor's testimony before the City of New York's Voter Assistance Commission describes the program's development, components, funding, and results. It also proposes changes in the law to make voter registration more accessible to the university community. (JB)

ED 375 776 HE 027 875

Gmelch, Walter H.
Coping with Faculty Stress. Survival Skills for Scholars, Volume 5.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; Behavior Patterns; Career Planning; *College Faculty; *Coping; Higher Education; Perception; Responses; Self Evaluation (Individuals); *Stress Management; *Stress Variables

This book provides an overview of recent ideas and research on faculty stress and presents plans of action for stress reduction. Self-assessment instruments, schematic models, and exercises are used throughout the text to assist in understanding, internalizing, and applying the key concepts of stress management. Chapter 1, "Check Your Stress Level," encourages the reader to minimize negative stress factors and maximize the positive ones and offers guidelines on plotting a harmonic stress pattern by combining an individual's healthy stress pattern with his or her potentially hazardous and chronic stress pattern. "Identify Your Stress Traps" presents the Faculty Stress Index, outlines five major faculty stressors, and provides strategies for defusing stress traps. "Use the Power of Perception" considers the personalities, beliefs, and behaviors that affect one's perception of and responses to stressors and outlines ways to change behaviors to become more effective. The final chapter, "Balance Your Personal and Professional Pressures," outlines a personal and career planning process consisting of lining up one's professional career, identifying critical spheres of life, and setting professional aspirations and goals. Contains 32 references and 6 additional resources. (JDD)

ED 375 834 IR 055 201

Singh, Diljit
The State of the World's School Libraries.

PUB DATE- 93
NOTE- 19p.; Based on the author's doctoral dissertation, "An International Comparative Study of School Libraries," Florida State University, 1993.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Developing Nations; *Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; Global Approach; *Learning Resources Centers; *Library Development; Library Education; Library Role; Media Specialists; *School Libraries; Surveys; Tables (Data)
IDENTIFIERS- International Surveys

The many changes in the world's social structure require corresponding changes in education. One across-the-system change that needs to be given emphasis is the development of school libraries. The current state of the world's school libraries is generally unsatisfactory. This view is based on the results of an international comparative study of school libraries. Based on the responses from authoritative sources in 64 countries, the study found that school libraries were still absent in some countries, especially in primary schools; that school libraries were given a low priority in education; that the school library was seen as having only a supplementary role in the educational process; and that many teacher-librarians had only minimal training for their positions. There are many challenges ahead in developing school libraries worldwide. This paper puts forward some recommendations and suggestions for international organizations and associations. These recommendations include the need for setting bold yet realistic targets, greater attention to be paid to convincing policy makers about the role of school libraries, ensuring the free and widespread dissemination of information about libraries, and nurturing the development of school libraries in all countries. A list of the countries responding to the survey is appended. (Contains 6 references.) (Author)

ED 375 928 PS 022 509

Malaspina, Barbara A.
Using Staff Development To Improve Preschool/Elementary Teachers' Skills in Working with and Involving Parents.
PUB DATE- 93
NOTE- 106p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Elementary Education; Elementary School Teachers; Parent Attitudes; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Preschool Education; Preschool Teachers; Program Development; Program Implementation; Questionnaires; *Staff Development; *Teacher Attitudes; *Teacher Workshops

This practicum was designed to strengthen preschool and elementary school teachers' abilities and commitment to working with parents and including them as active participants in the education of their children. It sought to help teachers identify beliefs about involving parents in the classroom and school, and to develop materials and activities to be used in staff development forums that could assist teachers in acquiring skills for working with parents. A program of teacher workshops, activities, and handouts was developed and implemented. Pre- and post-intervention surveys and interviews were conducted to determine the effectiveness of the program. An evaluation of the survey and interview results concluded that the overall effects of the intervention were positive. Teachers increased their awareness of beliefs concerning parent involvement and increased their readiness to reach out and involve more parents. Supervisors reported that teachers improved relationships with parents and that parents exhibited more positive attitudes towards collaborating with teachers. Parents indicated that the practicum addressed a perceived need. (Six appendixes contain teacher workshop agendas, the parent interview survey, a materials evaluation checksheet, teacher survey, and a supervisor interview form. Contains 68 references.) (MDM)

ED 375 948 PS 022 702

Hearing on the Impact of Health Care Reform on Schools. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session.

PUB DATE- 26 Jan 94
NOTE- 152p.; Serial No. 103-61. Document contains several pages of small print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; Advocacy; Agencies; Educational Attitudes; Elementary Secondary Education; *Federal Legislation; Federal Programs; Health Care Costs; *Health Needs; Hearings; Program Development; *School Health Services; *School Role
IDENTIFIERS- Clinton Administration; Congress 103rd; *Health Care Reform; Health Policy

These hearing transcripts present testimony concerning the impact of proposed health care reforms on American elementary and secondary schools. The hearing focused on how the proposed Health Security Act would affect and benefit schools and how American schools can assist in realizing the objectives of the Act. Much of the testimony was presented by Clinton Administration officials and representatives of education and health organizations who support the act. Testimony was heard from: (1) U.S. Surgeon General M. Joycelyn Elders; (2) Thomas W. Payzant, assistant secretary for elementary and secondary education, U.S. Department of Education; (3) the head of the New York's United Federation of Teachers union; (4) the secretary/treasurer of the National Education Association; (5) the vice president of the National School Boards Association; (6) an associate school district superintendent; (7) the director of the Vermont Department of Maternal and Child Health; (8) the executive director of the National School Health Education Coalition; (9) the executive director of the National Association of State Boards of Education; (10) the American Heart Association; (11) the American Association of University Women; (12) a professor from George Washington University; and (13) a doctor. (MDM)

ED 376 127   SP 035 514

Villar, Luis M.
Reflections on Action by University Teacher Trainers.

PUB DATE- 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Environment; *College Instruction; *Faculty Development; Foreign Countries; Higher Education; *Preservice Teacher Education; Student Evaluation of Teacher Performance; Student Teacher Attitudes; Teacher Education Programs; Teacher Student Relationship
IDENTIFIERS- Spain; *Universidad de Sevilla (Spain)

In this 2-year collaborative research study, ethnographic and quantitative methodologies were used to explore the nature of professors' classroom teaching contexts and the relationships between classroom actions and student teachers' classroom climate perceptions. Data for case studies of four College of Education professors associated with the University of Sevilla (Spain) came from observations, student teachers' perceptions as indicated on the Inventory of University Classroom Environment (IUCE), and interviews with the professors. The IUCE measured cohesiveness, satisfaction, personalization, task orientation, innovation, evaluation, and classroom management. Results indicated that student teachers perceived their classes as being higher in control than was desired, and they preferred a less routinized classroom management style. Mathematics teaching was more professor-centered than pedagogy classes, and math professors followed scripted lesson plans while pedagogy professors displayed improvisational performances. The study recommends that university staff development offerings emphasize generic pedagogy such as clinical teaching, cooperative learning, and classroom management. (Contains 34 references.) (JDD)

ED 375 719 HE 027 803

Van Der Karr, Carol A.
Lessons Learned from Study Groups: Collaboration, Cooperation, and Involvement among Community College Students. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Cooperation; Cooperative Learning; *Group Dynamics; *Group Structure; Interaction Process Analysis; Peer Relationship; Student Leadership; *Student Participation; *Study; Study Skills; Two Year Colleges; Two Year College Students
IDENTIFIERS- *ASHE Annual Meeting; *Study Groups

This study of student-facilitated study groups at Brooks Community College explores how students structured the study group experience and what type of interaction occurred during the group sessions. The study groups were created for high content introductory courses in which high percentages of students had been unsuccessful. Student leaders were hired to facilitate group activities and help students develop and utilize study strategies for a particular class. Four groups were observed, in the fields of psychology, chemistry, sociology, and history, each with from one to 10 students. Three themes emerged from observation of study groups and interviews with participants: (1) collaboration among students, which included the collective effort of students to direct the study sessions, sharing of materials, sharing of knowledge, and supporting each other through interpersonal interaction; (2) role of the group leader and its influence on student participation; and (3) perceived impact of the study groups, which included study skills, familiarity with course content, comfort level with content, confidence, and out-of-class involvement. The study groups represented a form of student involvement, in which strong patterns of collaboration, academic integration, and even social interaction were evident. The study groups also illustrated patterns of active learning and indicated that the use of authority and knowledge are important to understanding student participation. (Contains 10 references.) (JDD)

ED 375 796 IR 016 818

Peck, Jacqueline K.; Hughes, Sharon V.
The Impact of an Inquiry Approach to Learning in a Technology-Rich Environment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; Attitude Change; *Computer Assisted Instruction; Cooperative Programs; *Educational Technology; *Elementary School Students; Grade 1; *Inquiry; Integrated Activities; Interviews; Learning; Learning Activities; Parent Attitudes; Partnerships in Education; Primary Education; Program Evaluation; School Business Relationship; Student Attitudes; *Teacher Attitudes; *Thinking Skills
IDENTIFIERS- *Cooperative Alliance for Gifted Education OH; Inquiry Theory; Technology Integration

The impact of an inquiry approach on both teaching and learning in a technology-rich grade-1 classroom participating in the Cooperative Alliance for Gifted Education (CAGE) is described. CAGE is a partnership project that combines the resources of the Cleveland (Ohio) public schools, Kent State University, and International Business Machines Corp. Data were collected in the first 2 years of a larger study from a teacher, eight students, and their parents, who were interviewed about changes resulting from inquiry learning through using classroom computers. Teachers' log entries and student projects were also analyzed. Analysis uncovered the learning domains of thought processes, collaboration (social interaction), and attitude (confidence and interest). Change in these areas was evident to teachers, students, and parents. Technology itself appeared to be a factor in the development of student thinking and in the development of teacher attitudes. Three tables and two figures illustrate the discussion. (Contains 23 references.) (SLD)

ED 375 815 IR 016 871

Crabb, Geoff; And Others
Educational Software: Some Problems of Copyright, Cataloging and Management.
PUB DATE- Jun 91
NOTE- 17p.; A set of three position papers from the International Council for Educational Media Sub-Committees on Equipment and Management and Information Technology.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cataloging; Computer Software; *Copyrights; *Courseware; Elementary Secondary Education; Foreign Countries; International Organizations; *Standards
IDENTIFIERS- International Council for Educational Media; *Media Management; United Kingdom

This document contains three position papers concerned with copyright, cataloging, and software standards for educational software. In the first paper, "Cataloguing Educational Software: Is There a Problem?" R. N. Tucker advocates the cataloguing of educational software in the same way and in the same place as other materials in a library to provide potential users with access to all of the media that relate to their topics. In the second paper, "Copyright Implications in the Use of Software by Education," Geoff Crabb examines the provisions of the United Kingdom (UK) "Copyright Designs and Patents Act" as it relates to computer software and its application to educational use. In the third paper, "Computer Software--Some Management Issues," George Patton identifies issues involved in managing educational computer software at the national and institutional levels. (JLB)

ED 375 855 IR 055 259

Bell, Benjamin

The Effects of Task, Database, and Guidance on Interaction in a Goal-Based Scenario.

PUB DATE- Apr 94

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Simulation; *Hypermedia; *Instructional Design; Instructional Effectiveness; Multimedia Instruction; Museums; *Role Playing; Science Instruction; *Sickle Cell Anemia

IDENTIFIERS- Goal Based Education; Museum of Science and Industry IL; *Sickle Cell Counselor (Computer Simulation)

This paper describes the "Sickle Cell Counselor" (SCC), a goal based scenario on permanent display at the Museum of Science and Industry in Chicago. SCC is an exploratory hypermedia simulation program which provides users with a basic understanding of Sickle Cell Anemia. The user of the program plays the role of a genetic counselor, and, while playing this role, can do laboratory tests, calculate risks, ask experts for information, and advise clients about the results. The paper begins with a brief description of the SCC which emphasizes the design features most relevant to the patterns of interaction that emerged. These include the design of the task presented to the user, the organization of the database, and guidance given to the user by the system. Three evaluations of SCC which were conducted with museum users in order to better understand how they interacted with the program, are also presented. These studies examined patterns of usage, the cognitive gain of the program, and the effects the counseling task had on learning. Discussions of how particular features of the program affected the interactions of the users and their implications for the design of computer-based learning environments conclude the paper. (Contains 17 references.) (JLB)

ED 375 892 JC 940 608

Terzian, Aram L.; Obetz, Wayne S.
A Transcript Analysis of Graduates of Three Community College of Philadelphia Curricula between the Years 1985 and 1992. Institutional Research Report #83.

PUB DATE- Oct 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Associate Degrees; Cluster Analysis; *College Graduates; Community Colleges; Comparative Analysis; *Course Selection (Students); Curriculum Development; Curriculum Research; *Elective Courses; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Community College of Philadelphia PA

A study was conducted at the Community College of Philadelphia (CCP) to examine the course-taking patterns of 94 graduates of the associate in arts (AA) curriculum, 1,957 graduates of the association in general studies (AGS) curriculum, and 99 graduates of the associate in science (AS) curriculum. Using a computer-based approach to transcript analysis, the study identified the average number of courses in various disciplines taken by graduates of each of the three curricula. Study findings included the following: (1) an overall look at course clusterings across the three curriculum pointed to five general career directions for graduates: liberal arts transfer, teacher preparation, health preparation, chemical technology and pre-pharmacy, and engineering science; (2) the common courses taken by graduates across all three curricula included an English writing and a research course; Introduction to Psychology; Introduction to Sociology; General Biology; one of three English communication courses; and a first course in either French or Spanish; (3) AS graduates completed a number of second-level mathematics and science courses as part of their study; however, there was minimal completion of second-level general education courses in humanities or the social sciences; (4) AA graduates completed second-level language study as part of their curriculum requirement, and AGS graduates completed second-level psychology, sociology, and biology courses, most likely as a requirement for the nursing curriculum; (5) the AGS graduates were the most likely of the three groups to have completed developmental English courses; (6) a number of students in each curriculum had what appeared to be specific career goals, but there was also evidence that several engaged in career exploration in their course selections. Recommendations concerning curriculum reform and core requirements are included. (KP)

ED 375 969 PS 022 799

Lee, Gi-Woo

The Effects of Home-Visiting Education on the Mothers and Their Young Children.

PUB DATE- 2 Feb 93
NOTE- 14p.; For a related document, see PS 022 677. Report presented at the Child Survival & Development Workshop, "Parents as Catalyst: The Role of Parents in the Development of the Young Child in Asia" (Singapore, February 1-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Disadvantaged; *Family Programs; Foreign Countries; Home Instruction; *Home Visits; Infants; Mothers; *Outcomes of Education; *Parent Education; Parenting Skills; Parents as Teachers; Program Effectiveness; Rural Areas; Urban Areas; Young Children
IDENTIFIERS- *South Korea

Parents in the urban and rural disadvantaged areas in Korea are generally so low in educational attainment, schooling, and motivation that they lack the knowledge and skills to stimulate and teach their children. To address the lack of low-cost day care for children under 4 years of age, a home-based care alternative, involving both parent and child education components, was implemented. The parent education program included a wide variety of information about child stimulation and education, organized into a set of 60 eight-page booklets, 12 each for children ages 0-6 months, 7-12 months, 13-18 months, 19-24 months, and 25-36 months. The child education program focused on self-help, numbers, language and communication, social behavior, safety, and activities relevant to their ages. Trained home visitors made a total of 24 evenly spaced visits during a 7-month period, when they handed out the appropriate booklets, explained the contents, and demonstrated the knowledge and skills covered in the booklets. Mothers were pre- and post-tested. The project started with 162 pairs of mothers and children and concluded with 138 pairs. At the conclusion of the project, there were significant changes in mothers' attitudes toward early education, the physical environment, provision of play materials, variety in daily stimulation, and mothers' emotional and verbal responsiveness. (AC)

ED 376 005 RC 019 845

Chandonnet, Ann
Chief Stephen's Parky: One Year in the Life of an Athapascan Girl. The Council for Indian Education Series.
PUB DATE- 89
NOTE- 95p.; Photographs and illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescent Literature; *Alaska Natives; *American Indian Culture; American Indian History; American Indians; *Clothing; Elementary Secondary Education; *Family Life; *Females; Fiction; Migration; *Sex Role
IDENTIFIERS- *Athapascan (Tribe); Trapping

This book tells the fictional story of Olga, the wife of Chief Stephen, leader of a Tanaina Athapascan village on Cook Inlet, northwest of Anchorage, Alaska. Olga works for one full year with great courage and independence trapping ground squirrels and gathering materials needed to tan, dye, and sew furs to make a parka for her husband. She uses alder bark for dye, whale sinew for thread, sealskin for trim, a tough piece of hide for a thimble, a sharpened ground-squirrel leg bone for a needle, and an awl made from moose antler with a handle of moose bone. With these materials, she makes her husband, Chief Stephen, the most beautiful, functional, and creative squirrel skin parka the village has ever seen. The warm clothing Olga provides for the chief makes possible his success as a hunter, trapper, and village leader. Like other Athapascans, the Tanaina were hunter-gatherers and led a nomadic life style. The book describes the migratory seasonal cycle typical of the Tanaina in their year-round quest for food and natural resources. They developed an extensive system of trails over which they traveled, making use of various fish, fowl, and animals in different habitats at appropriate seasons. The book also depicts the tribe at a point in their history when modern technology and European ways were beginning to change their traditional way of life forever. This book contains photographs, illustrations, and a map. (LP)

ED 376 024 SE 054 365

Hartley, Scott; Woods, Martha
Living Water. Eno River State Park: An Environmental Education Learning Experience Designed for the Middle Grades.
PUB DATE- Oct 92
NOTE- 96p.; For other Environmental Education Learning Experiences, see SE 054 364-371.
LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Computation; Ecology; Entomology; *Environmental Education; Experiential Learning; Field Trips; Grade 5; Grade 6; Integrated Activities; Intermediate Grades; Maps; *Marine Biology; Natural Resources; *Outdoor Activities; *Outdoor Education; Teaching Guides; Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- Dichotomous Keys; Environmental Management; *North Carolina; pH; Rivers; State Parks; Water Quality Analysis; Watersheds

This learning packet, one in a series of eight, was developed by the Eno River State Park in North Carolina for Grades 5-6 to teach about various aspects of water life on the Eno River. Loose-leaf pages are presented in nine sections that contain: (1) introductions to the North Carolina State Park System, the Eno River State Park, and to the park's activity packet; (2) a summary of the activities that includes major concepts and objectives covered; (3) pre-visit activities on map trivia and dichotomous classification keys; (4) on-site activities on river flow, pH values, water bugs and river sediment; (5) post-visit activities on water pollution; (6) a list of 69 related vocabulary words; (7) park and parental permission forms for the visit; and (8) blank pages for taking notes. Contains 24 references and includes a separate educator's guide. (MDH)

ED 376 046 SE 054 755

Criswell, Susie Gwen
Nature through Science and Art.
PUB DATE- 94
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Botany; Earth Science; Ecology; Elementary Education; Environment; *Environmental Education; Experiential Learning; *Integrated Activities; Outdoor Education; Physics; *Science Activities; Zoology
IDENTIFIERS- *Environmental Awareness; Man Nature Relationship; Natural History; *Nature Study

From breathtaking glacial ravines of Yosemite Valley to weeds growing in neglected rain gutters, this book of activities combines art with scientific research questions. The book is designed to help educators encourage children in the upper primary grades to learn more about the natural world and in particular their local environment. Sixty natural history questions are divided into four chapters based on physical science, botany, zoology, and human ecology. Each natural history question is posed with science research questions and art activities to help illustrate it. Research questions represent a range of difficulty levels and may require research in the field. In addition to the four activity chapters, the book contains an introduction with teaching information, and a list of 65 resources for adult reading and 24 resources for children. (LZ)

ED 376 146 SP 035 566

Shapiro, Michael
Who Will Teach for America?

PUB DATE- 93
NOTE- 198p.; This book is an outgrowth of a PBS documentary with the same title.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *College Graduates; Disadvantaged Environment; Disadvantaged Youth; Elementary Secondary Education; *Failure; Learning Experience; *Personal Narratives; *Slum Schools; *Success; Teacher Attitudes; Teacher Education; Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- *Teach for America

The purpose of "Teach for America," a program modeled after the Peace Corps, was to recruit a cadre of bright college graduates to become uncertified teachers for two years in some of America's toughest schools. This book tracks the successes and failures of the program in its first year and presents the stories of seven idealistic corps members as they encountered America's classrooms for the first time as teachers. These corps members learned lessons about what it means to be a teacher. For example, they learned that being a good teacher meant knowing not only the subject, but the difference between a violent child begging for attention and the child filled with uncontrollable rage. They learned that control didn't mean keeping children in their seats, but keeping them engaged and excited. They encountered the obstacles that stood in the way of teaching such as bureaucracies that imposed outdated and arbitrary curriculum guidelines, or neighborhoods where children came of age surrounded by poverty, drug addiction, broken families, disease, and death. On a more positive note, they learned that there were people in America's classrooms who wanted to teach and were searching for ways to connect to students, and that there were reformers devising new ways to teach and discovering new ways that learning happens. (LL)

ED 376 165 SP 035 593

Cullen, Carol; Altschuld, James W.
Teachers' Perspectives on Accountability.
PUB DATE- 94
NOTE- 29p.; Paper presented at the Field Symposium of the Annual National Evaluation Institute (3rd, Gatlinburg, TN, July 13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Concept Formation; *Educational Practices; *Elementary School Teachers; Elementary Secondary Education; Performance Factors; *Secondary School Teachers; *Teacher Attitudes; Teacher Responsibility
IDENTIFIERS- *Perceptual Categories

This study was conducted to develop a set of concepts regarding teachers' perspectives on accountability, to present exemplars and discussion of each concept, and to analyze implications of the concept for classroom practice. Data were collected through semi-structured interviews with 18 experienced elementary and high school teachers. Two pilot interviews provided a means of establishing initial categories for a beginning conceptual framework. The following conclusions were drawn from the results of the research: (1) all teachers are accountable; (2) accountability is a complex, multidimensional concept; (3) one's view of accountability is influenced by the relationships with those to whom the accountability is expressed, e.g., personal, collegial, contractual, and accountability to client; (4) audiences mentioned most often are those with whom the teacher worked in close proximity; (5) teachers are accountable for performance of curricular responsibilities; (6) teachers are accountable for student growth and achievement; (7) students and oneself are two primary audiences to whom teachers are accountable; and (8) the notion of professionalism is embedded in teachers' meanings of accountability. (Contains 33 references.) (LL)

ED 375 737 HE 027 832

Burling, Philip
Acquaintance Rape on Campus: A Model for Institutional Response.
PUB DATE- Sep 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; Administrator Role; College Administration; Compliance (Legal); Crime Prevention; *Discipline Policy; Higher Education; *Institutional Role; Law Enforcement; *Legal Problems; *Prevention; *Rape; *Risk Management
IDENTIFIERS- *Acquaintance Rape

This booklet explains the actions that college or university administrators should take to prevent or respond to incidents of acquaintance rape ("date rape") on campus. It outlines specific preventive measures, risk management procedures, and internal disciplinary procedures for acquaintance rape cases. Institutions should define acquaintance rape in the most direct terms and prohibit it in its conduct code. It should then convey the prohibition in ways carefully selected to reach and impress potential victims and potential rapists. The institution should also make plans to manage the way in which acquaintance rape cases are handled, making sure that appropriate training, protocols, and response team procedures are in place. Finally, colleges and universities should construct appropriate disciplinary procedures for dealing with a charge of acquaintance rape. Institutions must create a fully-detailed code of procedure, including a standard of proof, a rule of evidence, the grounds for appeal, and the sanctions to be imposed. Seven appendixes provide a list of resources, a sample victim's bill of rights, a sample protocol for victims of sexual assault, a sample job description for a coordinator of sexual assault, a sample services, victim assistance guidelines, a sample acquaintance rape policy statement, and a sample fraternity policy statement. (MDM)

ED 375 874 JC 940 575

Patrick Henry Community College Master Plan, 1993-1998.

PUB DATE- Mar 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Long Range Planning; *Master Plans; *Organizational Objectives; *School Demography; Two Year Colleges
IDENTIFIERS- Patrick Henry Community College VA

This master plan for 1993-98 is Patrick Henry Community College's (PHCC's) long-range planning document, designed to guide the college through the 5-year period. Section I provides background information on the history of the college; community characteristics; population trends in Martinsville, Virginia, and the surrounding counties of Patrick, Henry, and Franklin, which comprise PHCC's service area; the racial, gender, and age composition of the service area; employment in the area; per capita median family income for the area; social problems; and education in the service area. Section II presents enrollment data, including annualized full-time equivalent (FTE) enrollments, headcount and FTE's full- and part-time enrollment, male and female enrollments, enrollment by ethnicity, enrollment by categories, day and evening headcount enrollment, headcount enrollment by age groups, financial aid awards, and sources and uses of funds. Section III describes the planning process used at PHCC, the process used to develop goal statements, and the college's mission statement. In addition, this section presents the college's long-range goals with respect to curriculum and instruction; student development; academic support; college and community partnership; accessibility; human resources; facilities; organization, leadership, and administrative processes; finance; and technology. The report tables and figures provide demographic, enrollment, and financial data throughout the document. (KP)

ED 375 910 JC 940 630

Analysis of Gering 1992-93 Community Attitude Survey.

PUB DATE- Mar 93
NOTE- 93p.; Portions printed on colored paper. Survey conducted by the City of Gering.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Attitude Measures; *Community Attitudes; *Community Characteristics; *Community Services; Community Surveys; *Demography; Employment Opportunities; *Participant Satisfaction; Quality of Life; Small Towns; Tables (Data)
IDENTIFIERS- *Nebraska (Gering)

Every 2 or 3 years, the City of Gering, Nebraska surveys the local community to get citizens' reactions regarding utility rates, public services, professional services, local amenities, housing, business climate, and community improvements. In November 1992, questionnaires were mailed to 3,065 residents, asking them to rate elements of the city on a scale of 1 (unsatisfied) to 4 (highly satisfied). An analysis of the surveys conducted by Western Nebraska Community College and based on 582 completed forms, indicated the following: (1) the average respondent was a married male Caucasian who had lived in Gering for 22 years; (2) respondents were satisfied or highly satisfied with respect to public services, except for water quality which received a mean rating of 2.84; (3) all traffic services and maintenance fell under the satisfied rating of 3, with police receiving a mean rating of 2.88, street lighting 2.85, street maintenance 2.58, and snow removal 2.22; (4) the only community service that received ratings above the satisfied level was the library; (5) with respect to job opportunities for all age groups, 21% to 25% were unsatisfied, while another 40% thought they could be improved; (6) 87% rated Gering as a satisfactory place to live; (7) aspects that respondents liked most about Gering were the small community atmosphere, friendly people, and the community services and facilities; and (8) elements liked least about Gering were entertainment opportunities, high taxes, the community environment, and street maintenance. The survey instrument and data tables are appended. (KP)

ED 375 988 RC 019 626

Lawton, Millicent
Hanging Tough.
PUB DATE- 9 Feb 94
NOTE- 8p.; Reformatted from original discontinuous journal article publication.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Consolidated Schools; Educational Equity (Finance); Elementary Secondary Education; Property Taxes; *Rural Schools; School Community Relationship; *School Districts; *School Funds; Small Schools; *State Legislation; *State School District Relationship
IDENTIFIERS- *Oregon; Perrydale School District OR; Small School Districts

In rural Oregon, the one-school, 240-student K-12 Perrydale school district faces the possibility of consolidation with another school district. Oregon's Ballot Measure 5, passed in 1991, reduced property taxes to equally low levels around the state, drying up much of the locally raised money that is the lifeblood of school districts. In addition to Measure 5, legislators passed school-reform legislation mandating provisions that are costly to rural school districts. Perrydale will see its revenue shrink by 24 percent in the 1993-94 school year, and even more in the 1994-95 school year. By the 1995-96 school year, Perrydale will be essentially bankrupt. However, under the direction of superintendent/principal Tim Adsit, the board of education has devised creative ways to increase revenue. The proposals range from welcoming boarding students from other districts to creating a parks-and-recreation district to take over such programs as sports and art. State voters rejected a measure pushed by parent groups to institute a 5 percent sales tax that would replace school funds lost in property taxes. Teachers in Perrydale are already feeling the declining revenues with outdated textbooks, fewer field trips, and smaller library budgets. Despite the hardships, the community is reluctant to give up the sense of family and the solid education offered at the small school. (KS)

ED 376 070 SE 055 293

Good Morning, Good Night. A Day on the Farm. A Live Action Video for Preschoolers Videotape .
PUB DATE- 88
NOTE- Running time: 17 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animals; Audiovisual Aids; Instructional Materials; Learning Activities; Preschool Education; Science Education; Videotape Recordings

Some preschool teachers have expressed concern regarding the lack of science instructional material for students age 2 through the preschool years. This videotape was developed to help fill this chasm in our educational system. The videotape provides activities from children's' daily routines, such as eating, playing, and sleeping. It also compares farm animals going through the same simple processes. (ZWH)

ED 376 071 SE 055 295

Doing Things. A Live Action Video for Preschoolers Videotape .
PUB DATE- 88
NOTE- Running time: 27 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animals; Audiovisual Aids; Instructional Materials; Learning Activities; *Preschool Education; Science Activities

Some preschool teachers have expressed concern regarding the lack of science instructional material for students age 2 through the preschool years. This videotape was developed to help fill this chasm in our educational system. It contains activities from students' everyday life such as eating, washing, and playing. These daily processes are then compared to a variety of animals going through the same simple processes. (ZWH) one extension lesson are included: (1) Lincoln's early views on slavery; (2) the Lincoln-Douglas Debates; (3) evolution of an anti-slavery policy; (4) emancipation and African American troops; (5) contemporary views of Lincoln; and artists' views of the Emancipation Proclamation. Contains 13 references. (DK)

ED 376 092 SO 024 459

Gifford, Nina; Ingersoll, Tom
The American Dream and the Gospel of Wealth in Nineteenth-Century American Society: A Unit of Study for Grades 9-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Capitalism; Goal Orientation; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *History Instruction; *Industrialization; Primary Sources; *Secondary School Curriculum; Social History; Social Studies; *Socioeconomic Influences; *Socioeconomic Status; *Success; *United States History
IDENTIFIERS- Alger (Horatio); *American Dream

The material in this unit is designed to introduce students to the origin and role of ideas in history, especially their role in the lives of ordinary people, in the rapidly industrializing United States of the 19th century. These lessons concern Americans in the great age of industrialization, from 1850 to 1900. Unit objectives include: (1) identifying common characteristics of the late 19th century success ethic, using examples from biography and literature; (2) describing the social, economic, and political circumstances that nurtured the success ethic; (3) identifying promoters of the gospel of wealth and explaining why they promoted it; and (4) examining the tension between an ethic of individual success and an ideology that justifies the power of the rich. The first of three lesson plans deals with the virtues of frugality. Objectives of this lesson include discussing characteristics of the success ethic and suggesting reasons why it prevailed in early America, and showing the common values of most Americans and their belief that most people could achieve. The second lesson on virtues of wealth helps students to identify the main components of the competing form of the success ethic that developed in the industrial United States, to identify people such as Horatio Alger, who preached the virtues of wealth, and to examine a rags to riches story and evaluate its realistic and unrealistic characteristics. The third lesson on the gospel of wealth presents primary sources from which students can identify the promoters of the gospel of wealth, examine their methods of appealing to ordinary people, and analyze the values implied in an ideology that exalts wealth and the wealthy. (DK)

ED 376 109 SO 024 482

Pearson, Jim; Watkins, Bryna

Early Jamestown: A Unit of Study for Grades 5-8.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; American Indians; *Colonial History (United States); Colonialism; Cultural Interrelationships; Culture Conflict; Grade 5; Grade 6; Grade 7; Grade 8; *History Instruction; Intermediate Grades; Junior High Schools; Land Settlement; Middle Schools; Primary Sources
IDENTIFIERS- *Virginia (Jamestown)

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. By studying a crucial turning point in history students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. Through primary sources, this unit explores the founding and early development of Jamestown and the relationship between the colonists and the indigenous people. Although the colony was established by the Virginia Company of London in the hope of making a profit by finding gold, locating a trade route to Asia, or harnessing the labor of the natives, only the discovery that tobacco could be raised profitably permitted the colony's survival. The colonists' first years were marked by disease, disaster, and death brought about largely by inappropriate expectations, poor planning, and an inability to adapt to the unfamiliar world in which they found themselves. During this same period, the foundations of Anglo-Indian relations in Virginia also were being laid. Students need to understand how very tenuous England's early efforts at colonization actually were. They need to learn how the haphazard and ill-considered decisions of the first English colonists had a profound impact on Anglo-Indian relations. Finally, this unit allows students to experience history in a way that lets them see the past not as a series of inevitable events, but as the meandering record of human choices. (Author/DK)

ED 375 758 HE 027 857

The President's Report 1991-1993.

PUB DATE- Nov 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Freedom; Access to Education; College Faculty; College Instruction; College Libraries; College Planning; Diversity (Institutional); *Educational Planning; Higher Education; Information Technology; Institutional Advancement; Institutional Evaluation; Institutional Mission; Intellectual Disciplines; International Education; International Educational Exchange; *Long Range Planning; Organizational Objectives; Private Colleges; Professional Education; Program Descriptions; Program Development; Self Evaluation (Groups); Strategic Planning
IDENTIFIERS- *Harvard University MA; Internationalism

This report summarizes the results of Harvard University's academic planning process that took place from 1991 to 1993. An introduction outlines the process's basic goals: (1) to maintain and strengthen Harvard's excellence in education and research and to sustain its leadership position; (2) to remain open and accessible to the most outstanding students and scholars of all backgrounds and points of view; and (3) to serve society by helping to address the most important problems that confront the nation and the larger world. Part I of the report describes the planning process, discusses major trends for change that challenge the University, and defines guiding purposes and parameters. Part II discusses the Arts and Sciences, specifically college life and its curriculum, residential life, and teaching; fields of knowledge, and major projects planned. Part III addresses the professional schools at Harvard and examines professional education in general and specific initiatives. Part IV describes university-wide efforts in internationalization, inter-faculty initiatives, and libraries and information technology. Part V examines how to keep Harvard open and accessible to people of all backgrounds and points of view and particularly discusses the College, the graduate and professional schools, and faculty and staff diversity. Part VI is a conclusion. A necrology of recently deceased faculty members and overseers is attached. (JB)

ED 375 777 HE 027 876

Smelser, Neil J.
Effective Committee Service. Survival Skills for Scholars, Volume 7.
PUB DATE- 93
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Career Development; *College Faculty; *Committees; Faculty Development; Group Membership; Higher Education; Leadership; *Organizational Effectiveness; Reports; *Teacher Role

This book contains analysis of and advice about work on committees in institutions of higher education. Chapter 1 is an orienting chapter, revealing what kind of creature a committee is; what it does in, for, and against the organizations in which it is embedded; and what the major kinds of committees are. Subsequent chapters deal with: (1) the birth of committees and how they should be formed, charged, and staffed; (2) how committees work, how they develop conflicts, and how they forge a distinctive committee "culture"; (3) how to serve on committees; (4) how to chair committees; (5) strategies of writing a committee report; and (6) broad observations and advice about the place of committee service in an academic career. (JDD)

ED 375 835 IR 055 211

The Sole Source.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audio Equipment; Audiotape Cassettes; *Blindness; Books; Braille; Cataloging; *Centralization; Copyrights; Floppy Disks; Government Role; Library Administration; Library Networks; *Library Services; National Programs; Physical Disabilities; *Policy Formation; Program Descriptions; *User Needs (Information)
IDENTIFIERS- *National Library Service for the Blind

The National Library Service for the Blind and Physically Handicapped (NLS), an arm of the Library of Congress, leads a highly successful national program to produce and distribute books and magazines for blind, visually impaired, and physically handicapped individuals. A fostering relationship exists between NLS and a network of 143 regional and local libraries that serve blind and handicapped readers directly. By developing and disseminating centralized policies and procedures at the national level, NLS is able to sustain a uniform quality of service throughout the library system. Each year NLS receives permission to reproduce, with no royalties charged, more than 2,000 book titles for loan. In addition, NLS has systematically developed a collection that provides access to some 220,000 recorded and embossed titles in 16 million copies for a variety of blind and handicapped users. Copyright clearance, which is vital for a program that reproduces so many titles, and cataloging are important features of the NLS approach: both cassette and flexible disc recordings can be used only with special playback equipment. NLS also has a role in the narrative reproduction or braille embossing of materials and the distribution of discs, cassettes, and playback equipment. The NLS serves as a resource for a clientele of extremely varied tastes and needs. (SLD)

ED 375 929 PS 022 548

Bagley, Donna M.; Klass, Patricia H.

Housekeeping or Thematic Sociodramatic Play Centers: Which Is Better in the Preschool Classroom?

PUB DATE- 31 Mar 94
NOTE- 18p.; Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; *Dramatic Play; Imagination; Interaction; Literacy; *Preschool Children; Preschool Education; Pretend Play; Qualitative Research; *Role Playing; *Thematic Approach; Verbal Communication

This study compared the quality of preschool children's sociodramatic play in classrooms that used centers for housekeeping role play with those that used centers for various other types of role play. Classroom play sessions in the preschool were videotaped biweekly over the course of the 1992-1993 academic year. These videotapes were then reviewed and coded for eight variables of advanced sociodramatic play: (1) role choosing; (2) role playing; (3) choice of props; (4) use of props; (5) make believe; (6) play time; (7) interaction; and (8) verbal communication. The presence and type of literary acts, as well as the number of boys and girls involved, were also recorded. The study found that the quality of play, as measured by four of the eight variables (role choosing, prop use, make believe, and play time), was significantly higher in the thematic sociodramatic play centers than in the housekeeping play centers. No significant differences were found in the other four variables. The number of literacy acts was quite low in both organizational patterns. No significant sex differences were observed. (MDM)

ED 375 949 PS 022 703

Hearings on H.R. 6, Reauthorization of Elementary and Secondary Education Act of 1965. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (May 13, 25, June 10 and 30, 1993).

PUB DATE- 94

NOTE- 285p.; Serial No. 103-65. Document contains several pages of small print. For hearings held in March-April 1993, see ED 372 819.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Administrators; Advocacy; Agencies; *Educational Attitudes; Educational Improvement; *Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Hearings; Migrant Education; Migrant Programs; Principals; Public Policy

IDENTIFIERS- Congress 103rd; *Elementary Secondary Education Act; Reauthorization Legislation

These hearing transcripts present testimony concerning the reauthorization of the Elementary and Secondary Education Act. Much of the testimony was from members of congress, educators, and representatives of education organizations concerning the efficacy of specific programs and activities funded by the Act, particularly those items that they would like to see expanded or improved. Testimony was heard from: (1) Representatives Robert E. Andrews, Peter Hoagland, Donald M. Payne, Terry Everett, and Lynn C. Woolsey; (2) the director of the National Urban Alliance for Effective Schools; (3) the executive director of the Main Line Project Learning, Brookline School, Havertown, Pennsylvania; (4) a former congressman; (5) four school superintendents; (6) a program manager from the Pennsylvania Department of Education; (7) a senior researcher from SRI International; (8) two elementary school principals; (9) the dean of Montclair State College's School of Professional Studies; (10) three school district officials; (11) the president of the National Association of Migrant Education; (12) an official of the National Association of State Directors of Migrant Education; (13) an education consultant; and (14) the president of the American Federation of Teachers. (MDM)

ED 376 047 SE 054 770

Shields, Patrick M.; And Others
Evaluation of the National Science Foundation's Statewide Systemic Initiatives (SSI) Program: First Year Report. Volume 1: Technical Report.

SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- Jun 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Awards; Classroom Research; *Educational Change; Educational Research; Elementary Secondary Education; Grants; *Questioning Techniques; *Science Curriculum; *Science Education
IDENTIFIERS- National Science Foundation

Since 1991, the National Science Foundation has conducted a series of annual competitions for awards to states under the Statewide Systemic Initiatives (SSI) program. This document reports on the progress of 21 SSI initiatives through the 1992-93 academic year. In chapter 1, "Introduction," a framework for assessing systemic reform is established and an overview of the first year evaluation activities is presented. Chapter 2, "Visions for Change: Scientific Literacy and Mathematical Power for All," discusses the visions for improved teaching and learning which are driving the systemic initiatives and the broader reform efforts in which they are embedded. Chapter 3, "Strategies for Reform," describes states' strategies for realizing their visions of change. Emphasis is placed on those parts of the system that are being targeted for reform and the theories of change underlying the states' approaches. Chapter 4, "The Governance of Statewide Systemic Initiatives: Building Collaboration, Consensus, and Coherence," describes the ways in which states have chosen to govern their systemic initiatives, raising questions about the potential strengths and weaknesses of each. The final chapter, "Looking Ahead: Challenges for Further Evaluation," concludes the report with a discussion of the issues involved in measuring the success of NSF's Statewide Systemic Initiatives program. (ZWH)

ED 376 128 SP 035 518

Lange, John D.; Burroughs-Lange, Sue G.
Professional Uncertainty and Professional Growth.

PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Competence; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; Inservice Teacher Education; Models; Preservice Teacher Education; *Professional Development; *Self Concept; *Teacher Effectiveness; *Teacher Improvement; *Teaching Experience
IDENTIFIERS- Australia (Queensland); Teacher Knowledge; *Uncertainty

This qualitative study proposes a model of the processes of attaining professional knowledge through which teachers develop strategies for becoming comfortable with their image of themselves as effective teachers. Case studies of 12 experienced elementary school teachers in Brisbane, Australia, examined how they gain their professional knowledge and sustain their professional growth. Data from the case studies indicate that teachers built a sense of their own competence by developing a concept of professional practice which was both knowledgeable and malleable, that is, firmly rooted in theory and experience while remaining adaptable to a situation which is conceived as having similarities to and differences from what is known. A transformational model of continuous professional learning is presented, with the following four elements: individual perception of professional challenges and triggers for change, gaining an understanding of the nature of the professional challenge, sources available for resolving the challenge and for extending professional learning, and strategies adopted for resolving uncertainty which in many cases leads to professional growth. The model's implications for the structure of teacher education programs at both the inservice and preservice levels are discussed. (Contains 36 references.) (JDD)

ED 375 816 IR 016 872

Gasser, P.
Audio Card Systems. Technical Information Bulletin No. 13.
PUB DATE- Jun 94
NOTE- 18p.; This document is an abstract in English of the dossier "Les cartes vocales" (June 1993) written by the "Direction de l'Ingenierie educative" of the "Centre National de Documentation Pedagogique" of France.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acoustics; *Computer Uses in Education; Elementary Secondary Education; Foreign Countries; Futures (of Society); Sound Effects; *Speech Synthesizers; Technological Advancement; *Word Recognition
IDENTIFIERS- France; International Council for Educational Media

This examination of audio card systems for computers begins by identifying the three information processing systems for sound: sound digitizing, synthesis of text, and word recognition. Specific pedagogical applications of digitized sound are then briefly discussed. The remainder of the document focuses on specifications for the working of vocal cards. This is divided into the three techniques mentioned above. The first section is concerned with digitizing sound and covers topics such as sampling, quantification, storage and capacity, compression, and filters. The second section concentrates on speech recognition by computers, including obstacles to vocal recognition, speaker systems, discontinuous speech or enforced continuous speech, recognized vocabulary, error rate and rejects, and restrictions of use. Discussion of speech synthesis starting from texts in the third section covers its current state of development and possible future educational applications. (JLB)

ED 375 856 IR 055 261

Peterson, Christine
Small Libraries Online: Automating Circulation and Public Access Catalogs. Revised and Updated.
PUB DATE- Aug 93
NOTE- 137p.; Based on a workshop developed by C. Rebecca Garcia and Frank R. Bridge. Revised and updated by Christine Peterson.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Library Automation; *Library Circulation; *Library Planning; Microcomputers; *Online Catalogs; *Program Implementation; Public Libraries
IDENTIFIERS- *Small Libraries; *Texas

This manual provides information to help libraries in Texas considering an automation project, with special emphasis on smaller libraries. The solutions discussed are microcomputer-based. The manual begins with a discussion of how to prepare for the automation of a library, including planning, approval, collection decisions, policy, and staffing. The planning process is examined in detail and essential components of an automation plan are identified: needs assessment, goal, constraints, outline, schedule, budget, staffing, and public relations. Procedures for the conversion of the three basic types of data--title, item and patron--are suggested. Next, steps are presented for a small library to follow when procuring an automated system, including product demonstration, functional specifications, and contract clause discussion. Finally, the implementation considerations of site preparation and training are presented. Appended materials include Retrospective Conversion Options; To Manually Input or Purchase Bibliographic Records; Functionality of Microcomputer-Based Integrated Library Systems; Sizing Your System; Sample Configuration Costs; The Proper Training Approach for Adults; Local Area Networks; Glossary of Microcomputer Terms; and Bibliography. (Contains 101 references and a list of 13 journals.) (JLB)

ED 376 006 RC 019 846

Milnes, Gerry
Passing It On: An Introduction to the Folk Art & Folk Life of West Virginia, and to the West Virginia Folk Arts Apprenticeship Program.
PUB DATE- 94
NOTE- 24p.; Photographs will not reproduce. A publication of the Augusta Heritage Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; *Artists; Beliefs; *Cultural Centers; *Cultural Education; Dance; *Folk Culture; Handicrafts; Music; Oral Tradition; Songs; Tales
IDENTIFIERS- *Appalachian Culture; Davis and Elkins College WV; Rural Culture; *West Virginia

The Augusta Heritage Center of Davis and Elkins College (West Virginia) was established in 1973 as a community-sponsored workshop program and has continued since 1980 as a college affiliated, nonprofit organization. Rooted in local traditions, the center supports folk-related activities and sponsors in-state programs and research, primarily through the West Virginia Folk Arts Apprenticeship Program. This publication describes the apprenticeship program, explores various aspects of West Virginia folk art and folklife, and profiles master artists who instruct apprentices. The following areas are examined: (1) folk music and instruments; (2) dance (square dances, ethnic dances, and step dancing or clogging); (3) traditional handicrafts, such as fiddle and dulcimer making, basket weaving, quilting, chair caning, and weaving; (4) decorative folk art, such as wood carving, interior decoration, cross stitching, and Ukrainian Easter egg decoration; (5) local food specialties and traditional food preparation; (6) traditional farming practices; (7) ethnic traditions in West Virginia; (8) folk speech and oral tradition; (9) folk songs; (10) folk tales; and (11) traditional beliefs, proverbs, and superstitions. A final section describes programs and activities of the Augusta Heritage Center, including requirements and benefits of the apprenticeship program, research and documentation projects, publications and recordings, community outreach efforts, and public presentations and workshops. This publication contains many photographs. (SV)

ED 376 025 SE 054 366

Old as the Hills. Morrow Mountain State Park: An Environmental Education Learning Experience Designed for Grades 5-7.

PUB DATE- Aug 93
NOTE- 104p.; For other Environmental Education Learning Experiences, see SE 054 364-371.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; *Environmental Education; Experiential Learning; Field Trips; *Geology; Intermediate Grades; Junior High Schools; Middle Schools; *Outdoor Activities; *Outdoor Education; *Petrology; Teaching Guides
IDENTIFIERS- *North Carolina; State Parks

This learning packet, one in a group of eight, was developed by the Morrow Mountain State Park in North Carolina for Grades 5-7 to teach about the identification and formation of rocks. Looseleaf pages are presented in 10 sections that contain: (1) introductions to the North Carolina State Park System, the Morrow Mountain State Park, and to the park's activity packet; (2) a summary of the activities that includes major concepts and objectives covered; (3) pre-visit activities on sedimentary, metamorphic, and igneous rock formation; (4) on-site activities on rock classification and erosion; (5) post-visit activities designed to reinforce and review previous lessons; (6) a list of 44 related vocabulary words; (7) a summary of the Uwharrie Mountains Geology; (8) necessary park and parental permission forms for the visit; and (9) blank pages for taking notes. Contains 16 references and includes a separate educator's guide. (MDH)

ED 376 147 SP 035 568

Smith, Darren, Ed.
Parks Directory of the United States. 2nd Edition.
PUB DATE- 95
NOTE- 831p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; Directories; *Parks; *Recreational Activities; *Recreational Facilities; *Recreationists; State Agencies; Urban Areas; Young Adults
IDENTIFIERS- Fish and Wildlife Service; Forest Service; National Park Service; *United States

This directory offers a comprehensive outdoor education reference source on more than 4,700 parks, forests, wildlife refuges, and recreation areas administered by the National Park Service, the U.S. Forest Service, the U.S. Fish and Wildlife Service, and by state park agencies. The Directory provides alphabetized, descriptive information on each unit, including facilities, activities, and special features, as well as important reference information (including address and phone number). Also included is coverage of lesser known areas, located away from principal highways, that contain scenic and cultural resources of comparable quality to the more famous parks. The volume is divided into seven main sections that include: (1) national parks (51); (2) national forests (148); (3) national wildlife refuges (364); (4) national trails (19); (5) state parks (3,338); (6) urban parks (155); and (7) park- and conservation-related organizations. The introduction provides a discussion of park nomenclature and a classification of the different types of parks. Fifty state maps, four national maps (parks, forests, wildlife refuges, and trails), labeled samples of national and state park entries, and an explanation of the indexes are included. (LL)

ED 375 720 HE 027 804

Edwards, Alan F., Jr.
In Loco Parentis: Alive and Kicking, Dead and Buried, or Rising Phoenix? ASHE Annual Meeting Paper.

PUB DATE- 12 Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Court Litigation; Educational Change; Educational History; *Educational Trends; Higher Education; *In Loco Parentis; *Legal Responsibility; Parent School Relationship; Personal Autonomy; School Responsibility; School Role; Student College Relationship; Student School Relationship; *Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting

This paper reviews the conflicting literature on "in loco parentis" as applied to college settings. Specifically, attention is focused on three areas: (1) the roots, origins, and early history of the concept; (2) the concept's apparent demise in the 1960s; and (3) its recent comeback as a hot topic. The doctrine of "in loco parentis" is traced to 18th century English common law and beyond, with origins in ancient Roman law and even the Code of Hammurabi. Emerging American colleges adopted the concept. Many of the applications of "in loco parentis" centered on the maintenance of campus order and student discipline and the associated authority of institutions to make and enforce their rules. A movement away from "in loco parentis" occurred in the 1960s, perhaps due to rebellion against authority and difficulty in treating students as children, or perhaps due to American institutions adopting a research university model in which students were free of paternalistic control. Contemporary treatments of the doctrine are grouped into four thematic areas: dead and buried, alive and kicking, resurrecting, and reincarnating. The paper concludes that "in loco parentis" assumes a consensus of values that does not exist today and that the judiciary is attempting to formulate a useful student-institution legal relationship while this relationship itself is still changing. (Contains 31 references.) (JDD)

ED 375 738 HE 027 833

Gordon, Virginia N., Ed.
Issues in Advising the Undecided College Student. The Freshman Year Experience Monograph Series Number 15.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Advising; Administrator Role; Career Counseling; College Administration; *College Students; Community Colleges; Counselor Training; Developmental Programs; *Educational Strategies; Faculty Advisers; Gifted; Higher Education; High Risk Students; *Majors (Students); Program Evaluation; Resource Materials; Seminars
IDENTIFIERS- *Undecided Students

The purpose of this monograph is to update the research and general information that has been generated about undecided students in the past decade and to offer some practical perspectives on how to administer, advise, and counsel such students. Thirteen chapters include: (1) "A Profile of Undecided College Students" (Willard C. Lewallen); (2) "Administrative Approaches to Advising Undecided Students" (Wesley R. Habley); (3) "Developmental Advising for Undecided Students: Rethinking the Relationships" (Ned S. Laff); (4) "Essential Resources for Advising Undecided Students" (Ray K. Zarvell and Diane Rigley); (5) "Career Advising for the Undecided Student" (Margaret Bogenschutz); (6) "Freshman Seminars and Other Courses for Undecided Students" (Betsy O. Barefoot and Douglas N. Searcy); (7) "Advising Special Groups Within the Undecided Student Population" (J. D. Beatty); (8) "Major-Changers: A Special Type of Undecided Student" (George E. Steele); (9) "Undecided Students in Community Colleges" (Margaret C. King and Thaddeus M. Raushi); (10) "Training Advisors To Work with Undecided Students" (Ralph Anttonen); (11) "Evaluating Advising Programs for Undecided Students" (Elizabeth G. Creamer); (12) "Exemplary Advising Programs for Undecided Students" (Mary Stuart Hunter and Dean Harwood); and (13) "Are Undecided Students Here To Stay" (Virginia N. Gordon). (MDM)

ED 375 797 IR 016 834

Guidelines for Interactive Technology Resources in California Schools.

PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Computer Software; Course Content; *Courseware; *Educational Technology; Elementary Secondary Education; *Evaluation Criteria; Guidelines; Instructional Design; Optical Data Disks; *Technological Advancement; Videodisks
IDENTIFIERS- California; Consumer Awareness; Interactive Videodisks

Significant improvements in instructional design and in the development of classroom support materials, as well as the blurring of lines separating computer software, computer-interactive videodisc, CD-ROM, and other new technologies, are cited as the rationale for combining three topics covered by separate guidelines published in 1991--educational software, computer-interactive videodisc, and CD-ROM--in this single set of revised guidelines. They are meant to provide a model to be used in the design and development of new interactive technology resources as well as for the evaluation of these resources for use in California schools. Evaluative criteria in each section are organized into three categories: essential criteria (minimum criteria that must be met for consideration); desirable criteria (goes beyond minimum requirements and also meets additional criteria, rated as recommended for use); and exemplary criteria (goes beyond essential and desirable and embodies additional attributes, rated as highly recommended for use). Evaluative criteria are grouped in check list format under the five headings of Curricular Match, Instructional Design, Content, Interest, and Technical Quality. Subheadings are used as appropriate for more specific groupings of criteria. A copy of "Standards for Evaluation of Instructional Materials with Respect to Social Content" (1986, California State Department of Education) and a statement of "Consumer Awareness Issues" conclude the handbook. (BBM)

ED 375 875   JC 940 577

Kelley, Larry H.
Assessing the Effectiveness of the Transfer Function in the Community College.
PUB DATE- Jun 93
NOTE- 23p.; Paper presented at the Pacific Rim Symposium on Higher Education Evaluation (Hilo, HI, June 3-5, 1993); for the follow-up study of JCCC students, see ED 327 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; Followup Studies; Grade Point Average; Higher Education; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Research Methodology; *Self Evaluation (Groups); *Student Attitudes; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Johnson County Community College KS

In 1990, as part of an effort to assess the effectiveness of the transfer function, Johnson County Community College (JCCC), in Kansas, conducted a follow-up study of former students who had transferred in 1989. Questionnaires were sent to a sample of 1,277 JCCC transfer students identified through a list of all active and former students who requested transcripts during the 1988-89 academic year and lists from 11 transfer institutions. The survey included questions on demographics, JCCC enrollment history, educational goal attainment, evaluation of cognitive and affective outcomes, evaluation of educational and support services, and overall evaluation of JCCC experiences. Survey results, based on a response rate of 39.3%, (n=502), included the following: (1) of the 82.1% of the students who identified transfer as their primary goal, 53.2% completely achieved and 39.0% partially achieved that goal; (2) 73.4% of the students felt JCCC had helped them improve writing skills, 67% that it had enhanced their self-confidence, and 66.7% that it had broadened their knowledge of arts and sciences; (3) 63.1% indicated that they would attend JCCC again, while 92.8% would recommend JCCC to a friend; and (4) statistics provided by transfer institutions indicated that 28.9% had grade point averages (GPA's) between 3.00 and 3.99, while 27.7% had GPA's between 2.00 and 2.99. Aside from indications that the college was effective for at least some aspects of the transfer mission, the results also confirmed that the methodology employed can be a valuable component of institutional effectiveness assessment. (KP)

ED 375 893 JC 940 610

A Matter of Facts: The North Carolina Community College System Fact Book, 1994.
PUB DATE- 94
NOTE- 135p.; For the 1993 edition, see ED 361 034.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Budgets; *College Administration; College Planning; *College Programs; Community Colleges; *Educational Finance; Enrollment; Enrollment Trends; Expenditure per Student; *Institutional Characteristics; *Institutional Mission; Program Descriptions; State Surveys; Student Characteristics; Teacher Characteristics; Two Year Colleges; Vocational Education
IDENTIFIERS- *North Carolina Community College System

This five-part report offers background information and 1993-94 data on the programs, finances, facilities, students, and personnel of the North Carolina Community College System (NCCCS). Section I presents a general orientation to the system, including information on the NCCCS's mission, history, programs, governance, funding, the NCCC Foundation, service area assignments, and statewide planning. A map and organizational chart and directory are also included. Section II provides program briefs covering the following: technical/vocational curriculum programs; academic curriculum programs and accrediting agencies of curriculum programs; basic skills; occupational extension; community service; human resource development; educational network (EDNET); New and Expanding Industry Program; focused industrial training centers; small business center network; in-plant job training; Job Training Partnership Act; Carl Perkins Act; correctional education; proprietary school licensure; and fire training. Section III examines finances, facilities, and equipment, including a budget overview and information on the disposition and source of funds, regular program costs by purpose, state-level expenditures, and average cost per full-time equivalent (FTE) student by institution. A description of the combined footage, buildings, acreage, learning resource center book volumes for the system as a whole; a valuation of the systems' equipment; and a list of off-campus facilities are provided. Section IV contains data on students, including information on enrollment by program area, sex, race, residency status, and employment status; student completions; and average annual FTE by program area and by credit hour load. Section V provides data on faculty and staff, including 1993-94 system totals by position category, race, sex, years of service, educational level, and months of employment. A bibliography, glossary, and roster of state board members and presidents are appended. (KP)

ED 375 911 JC 940 631

Report on Scottsbluff 1994 Community Needs Survey.

PUB DATE- 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Attitude Measures; *Community Attitudes; *Community Characteristics; *Community Services; Community Surveys; *Demography; Employment Opportunities; *Participant Satisfaction; Quality of Life; Small Towns; Tables (Data)
IDENTIFIERS- *Nebraska (Scottsbluff)

In an effort to gather citizens' opinions on utility rates, public service, local amenities, housing, the business climate, and community improvements, the City of Scottsbluff, Nebraska conducted a survey in December 1993. Questionnaires were mailed to 6,313 community residents, asking them to rate elements of the City on a scale of 1 (unsatisfied) to 4 (highly satisfied). An analysis of the surveys conducted by Western Nebraska Community College and based on 835 completed forms, indicated the following: (1) 49% of the respondents were female, 38% were over 60, 78% were Caucasian, 69% were married, and 50% had lived in Scottsbluff for more than 20 years; (2) public services included in the survey were rated at the satisfied or highly satisfied level, with the exception of water quality, which was cited as unsatisfactory or needing improvement by 40% of the respondents; (3) all traffic services and maintenance included in the survey obtained a rating below the satisfied level, with snow removal receiving a mean rating of 2.34 and street maintenance 2.43; (4) housing for elderly received a mean rating of 2.45, below satisfactory, as did housing for purchase (2.19) and rental housing (1.96); (5) 23% were unsatisfied with local job opportunities, while another 41% felt they needed improvement; (6) ratings for the quality of city government and city employees attitudes toward the general public fell below the satisfactory level; (7) 63% supported and used the city recycling program; and (8) despite weak general attractiveness ratings, respondents seemed well satisfied with the quality of life. A city map, the survey instruments, and data tables are appended. (KP)

ED 375 930 PS 022 549

Leow, Linda M.; Williford, Marina E.
Components of a Model Preschool Program which Recognizes Multicultural Diversity.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Cultural Awareness; *Cultural Pluralism; Instructional Materials; Interaction; Models; *Multicultural Education; *Preschool Education; Program Descriptions; *Program Evaluation; Racial Differences; Sex Differences; Toys
IDENTIFIERS- *Program Characteristics

This study sought to identify and describe the components of a model preschool program that recognizes multicultural diversity. A non-participant observation was conducted in an early childhood center identified by the Ohio Department of Education as having a model program. The center's six classrooms were observed and rated according to criteria developed from "Anti-Bias Curriculum: Tools for Empowering Young Children" (1989). The observation form addressed three areas of multicultural diversity: the visual or aesthetic environment, toys and materials, and interactions. In each area, observers were asked to check whether various characteristics were observed. The study found that while each of the classrooms demonstrated mixed performance in the areas of visual or aesthetic environment and toys and materials, all classrooms demonstrated all of the characteristics in the area of interactions. The results suggest that human interactions are the most important component of a multicultural preschool program. A copy of the observation form and the results for each program characteristic are appended. Contains nine references. (MDM)

ED 375 970 PS 022 800

Early Childhood Training in New Mexico. 1991 Status Report.

PUB DATE- Feb 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Caregivers; Preschool Education; Preschool Teachers; School Surveys; State Surveys; *Teacher Education; *Teacher Education Curriculum; Teacher Educators; Teacher Workshops; Trainers
IDENTIFIERS- *Caregiver Training; New Mexico; Program Characteristics; Project Head Start

This report describes a study of the training of early childhood educators in the state of New Mexico, undertaken during the summer of 1991. The study sought to: (1) determine the scope and content of training used by a variety of early childhood educators; (2) develop a profile of both agencies and individuals who provide training; (3) identify gaps in the system; and (4) make recommendations toward the development of a comprehensive training plan for the state of New Mexico. Surveys were developed and distributed to agencies and individuals that provide training to personnel working in child care education, and to the personnel themselves. Information was obtained on the types of training available, the content of the training, the frequency and timing of training, the types of personnel targeted, and the accessibility and affordability of training. Profiles of trainers and of personnel receiving training were also developed. The findings are contained in this report, along with implications and recommendations for future action. (AA)

ED 375 989 RC 019 787

Coppock, Marjorie L.
Educational and Life Style Aspirations of Secondary Students in Border Colonias of Laredo, Texas.
PUB DATE- Aug 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Rural Sociological Society (57th, Portland, OR, August 11-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *Aspiration; Attitude Measures; High Risk Students; *Hispanic Americans; Life Style; Occupational Aspiration; *School Attitudes; Secondary Education; *Secondary School Students; Self Efficacy; *Student Attitudes; Television Viewing; *Work Ethic
IDENTIFIERS- Colonias; Laredo Independent School District TX; *Mexico United States Border

This paper summarizes results of a survey examining educational attitudes, lifestyle, and aspirations of Hispanic students in south Texas. Many students live in impoverished, rural, unincorporated subdivisions called "colonias" that are growing around Laredo, Texas, and other border cities. An introduction to the Texas/Mexico border cities discusses immigration, recent population growth, and impacts on living conditions and education. The survey was developed at the behest of Communities in Schools-Laredo, Inc., a dropout prevention program. It was administered by students in an undergraduate research methods class to 251 secondary school students in 4 south Laredo schools. Tabulated results are presented for all survey questions. Spanish was the primary language in 61 percent of homes. About 76 percent of students lived with both parents. Students watched an average of 3.6 hours of television per day, primarily situation comedies about teenagers. Student responses reveal strong interest in continuing education through high school and beyond, broad recognition of the importance of education for good jobs, general satisfaction with school and teachers for three-fourths of students, and serious discomfort with various aspects of school for about one-fifth of students. Only 48 percent of respondents felt safe in school. Most students believed that they were responsible for what they did in life (88 percent), that they could do what they attempted (75 percent), and that hard work was more important than luck (69 percent). Despite the 40-50 percent dropout rate for low-income Hispanic populations, the sample exhibited exceptionally high aspirations for education and lifestyle and expressed an optimistic attitude toward and belief in hard work and dedication. Contains 33 references. (RAH)

ED 376 110 SO 024 483

Gifford, Nina
In the Aftermath of War: Cultural Clashes of the Twenties. A Unit of Study for Grades 9-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Culture Conflict; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *History Instruction; *Modern History; Moral Values; Primary Sources; Secondary School Curriculum; *Social Change; Social History; Social Studies; Social Values; *United States History
IDENTIFIERS- *1920s; Eighteenth Amendment; Jazz Age

This unit is a collection of lessons for teaching about cultural clashes. Based on primary sources, the unit contains teacher background materials and three lesson plans with student resources. These lessons deal with the United States between World War I and World War II. The United States emerged from World War I with seismic faults in its society, with clashes that would reverberate through the decade and beyond. A study of the contrast between modern urban and traditional rural society can help students grasp the era's great complexity and give them insights into different cultural attitudes that still exist in U.S. society. Using a variety of documents, plus cooperative and individual instructional activities that emphasize critical thinking, students examine the attitudes and strategies of people struggling with competing world views. Art, literature, and film also are used to illustrate key points. The unit is built on three objectives: (1) to identify social and economic changes that had been occurring in the United States since the late 19th century; (2) to identify reactions to the social and economic changes that had been occurring; and (3) to recognize that the emergence of new beliefs and attitudes produce tensions and conflicts in society. The first lesson plan, "Urban America in the Twenties," allows students to identify social and economic trends in the early 20th century, describe urban modernism in the 1920's, and reactions to it. The second lesson, "Rural Traditionalism in the Twenties," helps students describe rural traditionalism in the 1920's and reactions. The third lesson contains case studies. Contains three references. (Author/DK)

ED 376 166   SP 035 594

Merryfield, Merry
Teacher Education in Global & International Education.
PUB DATE- Oct 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Global Approach; Higher Education; *International Education; Pamphlets; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- American Association of Colleges for Teacher Educ

Global and international education must be a high priority of higher education and teacher education if students are to develop the knowledge, skills, and attitudes that are necessary for decision-making and effective participation in a world characterized by interconnectedness, cultural pluralism, and increasing competition for resources. Yet, according to American Association of Colleges for Teacher Education (AACTE) estimation, only about 5 percent of the nation's K-12 teachers have had any academic preparation in global or international studies. One conceptualization of global education frequently adopted by teacher education programs is from Robert Hanvey's "An Attainable Global Perspective" (1976). Hanvey delineated the following goals for global education: perspective consciousness, state-of-the-planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Implementation of global and international education in colleges of teacher education requires: responsive and informed administration; inclusion in the curriculum of global issues, systems, and history, local-global linkages, and interrelatedness of the world's people; planned experiences in the United States and other countries to develop international competence; expertise in interdisciplinary approaches; expertise in assessing and improving courses; improved faculty development and evaluation policies; a continual review system; institutional commitment to include global and international education; and development of linkages with other educational institutions around the world. An afterword provides an indication of AACTE's role in support of the need for global dimensions in teacher education. (LL)

ED 375 778 HE 027 877

Berger, Arthur Asa
Improving Writing Skills: Memos, Letters, Reports, and Proposals. Survival Skills for Scholars, Volume 9.
PUB DATE- 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *College Faculty; Higher Education; Letters (Correspondence); Program Proposals; Proposal Writing; Reports; *Skill Development; Writing (Composition); *Writing Improvement; *Writing Skills; *Writing Strategies

This guide discusses the kinds of documents that college faculty are often asked to write, each with a specific format and containing certain kinds of information. The guide examines some of the more important kinds of memos, letters, reports, and proposals; offers many suggestions about writing them effectively; and describes the formats for each kind of document in some detail. It also deals with such matters as readability, collaborative writing to develop creative ideas, the process of writing and rewriting documents, and layout and design. Appendixes contain a checklist for writers, a discussion of computer aids for writers, and a list of eight books and four periodicals on writing. (JDD)

ED 375 836 IR 055 212

Michigan Network of Libraries for the Blind and Physically Handicapped. 1993 Revised Standards for Subregional Libraries.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audio Equipment; Audiotape Recordings; *Blindness; Braille; Financial Support; Guidelines; Library Administration; Library Circulation; Library Personnel; *Library Services; Networks; *Physical Disabilities; Policy; Program Evaluation; *Special Libraries; *Standards; *State Libraries; State Programs
IDENTIFIERS- *Michigan; Standard Setting

In November 1991, the State Librarian (Michigan) established a committee to review and revise the standards of service for the blind and physically handicapped. These revised standards define the general responsibilities of Michigan subregional libraries to their regional libraries and their borrowers. Responsibilities cover basic services such as the provision of informational and recreational books and magazines in special format along with the necessary audio playback equipment, accessories, and materials. Regional libraries are directed to conduct annual assessments to determine if the minimum standards are being met. General responsibilities of the state library to the network of libraries for the blind and physically handicapped concern funding, reporting procedures, liaison, collections, and marketing. The regional libraries have similar responsibilities to subregional libraries, which, in turn, have standards that assure uniform quality services to users. These encompass: (1) compiling statistical (readership, circulation, and machine inventories) and evaluative (assessment of subregional libraries' services) reports; (2) serving as liaison between the National Library Service for the Blind and Physically Handicapped (NLS), multistate centers, and subregional libraries, and providing consultant, technical, and reference assistance to subregional library staff; (3) lending, maintaining, and repairing disc and cassette machines and accessories; (4) providing support related to library collections, including maintaining a complete NLS (disc and cassette) collection as backup; (5) providing marketing services; (6) providing telephone access to patrons; and (7) coordinating volunteer efforts. Nine appendixes describe applicable statutes, list libraries, and define policies. (SLD)

ED 376 072 SE 055 307

Veith, Ann
Santa's Scientific Christmas: A School Play with Music for Grades K-6, Plus Eight Fun Toy-Based Science Activities,
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Drama; Elementary Education; *Science Instruction; *Scientific Concepts; *Scripts; *Toys
IDENTIFIERS- *Christmas

Science is a subject that offers itself to a variety of instructional modes. Many educators have suggested that teachers need to make science more real and interesting for students. This activity is a Christmas play that allows students (grades K-6) to celebrate both the holiday season and the wonders of science. While participating in the play, students investigate the workings of the toys being used. It provides a complete script, set and costume instructions, a video full of production suggestions, and step-by-step instructions for hands-on science activities that enable teachers to carry science concepts from the play into the classroom. (ZWH)

ED 376 129 SP 035 519

Wilkes, Ron

Using Shulman's Model of Pedagogical Reasoning and Action in a Preservice Program.

PUB DATE- Jul 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; Basic Business Education; *Education Courses; Foreign Countries; Higher Education; *Instructional Development; Preservice Teacher Education; Reflective Teaching; Secondary Education; *Student Teacher Attitudes; Student Teachers; *Student Teaching; *Teaching Models
IDENTIFIERS- *Pedagogical Content Knowledge; Shulman (Lee S); University of Melbourne (Australia)

Lee Shulman's model of pedagogical reasoning and action is related to his theory of pedagogical content knowledge and includes the following components: comprehension; transformation (preparation, representation, selection, and adaptation and tailoring to student characteristics); instruction; evaluation; reflection; and new comprehensions. The model was presented to fourth-year Bachelor of Education (Secondary) business studies students at the University of Melbourne (Victoria, Australia) enrolled in a course linking discipline studies and education studies. The model was presented as a set of processes of central importance to the development of pedagogical content knowledge. Two assignments were made focusing on the model--one task required identification of a concept and a curriculum context and writing a report on ideas for the transformation of that concept for teaching purposes, and the other task required transformation of subject matter into a cohesive package of student exercises and activities, which are conceived as a particular form of representation of subject matter. Shulman's model was seen as accessible and practical by almost all the preservice teachers, as being robust and adaptable across specialist subject fields, and as having built-in variety through the widely inclusive notions of "representational repertoire" and "instructional repertoire" and combinations of the two. (Contains 24 references.) (JDD)

ED 375 759 HE 027 858

Turner, Colin; Andrews, Philippa
One to One: Interpersonal Skills for Managers.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Guides; Administrator Role; *Administrators; *College Administration; Colleges; Communication Skills; Foreign Countries; Higher Education; *Interpersonal Competence; Job Skills; Listening Skills; Transactional Analysis
IDENTIFIERS- Gestalt Psychology; Neurolinguistic Programming

This book explores interpersonal skills for college administrators through analysis of fictional, but typical, scenes and dialogues set at a fictional "Elmdale College". The analysis and discussion use transactional analysis, gestalt psychology, and neuro-linguistic programming theories to help the reader understand the underlying processes that take place in different types of encounters between people. Individual chapters discuss the following skills: (1) establishing good contact and creating rapport; (2) active listening; (3) locating ownership of problems; (4) assertive behavior and dealing with requests and refusals; (5) using language well; (6) coping with criticism; (7) exploring personal issues; (8) staying with reality; (9) giving and receiving feedback; (10) interviewing the marginal performer; and (11) examining the role of personal beliefs in a skills-based approach. Appendixes list characters that appear in the scenes, chart the organizational structure of Elmdale College, and offer brief notes on transactional analysis, neuro-linguistic programming, and gestalt psychology. Includes an index. An annotated bibliography contains 17 recommended readings. (JB)

ED 375 817 IR 016 873

Lavacry, M.

New Electronic Display Units for Medium Size Audiences. Technical Information Bulletin No. 12.

PUB DATE- Sep 94
NOTE- 14p.; This document is an abstract in English of the dossier "Les dispositifs de visionnement collectif d'images electroniques" (April 1993) written by the "Direction de l'Ingenierie educative" of the "Centre national de Documentation Pedagogique" of France.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; *Display Systems; Elementary Secondary Education; Foreign Countries; Video Display Terminals; *Video Equipment
IDENTIFIERS- Cathode Ray Tubes; France; International Council for Educational Media; *Liquid Crystal Displays

This document examines electronic display units for video and computer images in education. It begins by examining the viewing conditions necessary to have quality electronic images and identifying three essential criteria for image quality: definition, contrast, and luminosity. The two types of electronic images, video and computer, are then compared in terms of the nature of the transmission signals involved and the types of interfaces used. A list of factors that the potential user needs to check before purchasing display equipment precedes technical descriptions of different types of equipment, their strengths and weaknesses, and relative costs. It is noted that it is not currently possible to display quality computer and video images with one piece of equipment. The equipment examined is divided into two categories: cathode tube equipment, including color television, computer color monitors, and tritube videoprojectors; and liquid crystal equipment, including liquid crystal tablets and Tri-LCD video projectors. (JLB)

ED 375 857 IR 055 263

Library Resources for the Blind and Physically Handicapped: A Directory with FY 1993 Statistics on Readership, Circulation, Budget, Staff, and Collections.

PUB DATE- 94
NOTE- 126p.; For 1992 statistics, see ED 365 337.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); Audiotape Recordings; *Blindness; Braille; Floppy Disks; *Library Collections; Library Networks; *Library Services; Library Statistics; Media Adaptation; *National Programs; *Physical Disabilities; *Resource Centers
IDENTIFIERS- *National Library Services for the Blind

The first part of this National Library Service (NLS) for the Blind and Physically Handicapped directory lists NLS network libraries and machine-lending agencies, arranged alphabetically by state. The information for each library includes its address, telephone number, librarian, hours of operation, book collection, assistive devices, special services, and publications. Other library resources at the national level are listed in the second part of the directory, arranged alphabetically by the name of the organization. Each entry indicates address, telephone number, contact person, eligibility requirements, book collection, subject coverage, reading levels, and distribution policy. Two appendices give NLS network library statistics for FY 1993 (October-September) on readership and circulation divided by medium (recorded disc, braille, and recorded cassette) and on budget, staff, and collections. (JLB)

ED 375 950 PS 022 707

Cormier, Gladys M.
Increasing Knowledge and Assessment of Foster Care Children through In-Service Training for Elementary School Educators.
PUB DATE- 94
NOTE- 78p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Problems; *Educational Strategies; Elementary Education; *Elementary School Teachers; *Foster Children; High Risk Students; *Inservice Teacher Education; Intervention; Needs Assessment; Program Descriptions; Program Development; Referral; Special Education; *Teacher Attitudes;

*Teaching Methods

This practicum sought to provide elementary school teachers with the skills and knowledge needed to teach students residing in foster care. The three specific goals of the practicum were: (1) to have all 30 of the teacher participants use teaching strategies appropriate to the education of foster care children; (2) to have at least 25 of the 30 teachers use at least 3 intervention strategies before referring a foster child for behavior problems; and (3) to decrease the number of foster care children referred for special education assessment. Inservice teacher training sessions were developed and conducted to achieve these goals. Teacher appraisal worksheets, behavior referrals, and suspension charts were used during the implementation phase to document the teachers' growth. A post-intervention assessment was completed by teachers to document their understanding of the needs of foster children. Analysis of the assessment data, classroom observations, and school records indicated that all three goals of the practicum were met. (Two appendixes contain strategies for healthy preschool and school-age child development and suggestions on how teachers can help children cope with stress. Contains 41 references.) (MDM)

ED 376 026 SE 054 367

Wahab, Phoebe
Plants that Bite Back. Carolina Beach State Park: An Environmental Education Learning Experience Designed for the Middle Grades.

PUB DATE- 93
NOTE- 131p.; For other Environmental Education Learning Experiences, see SE 054 364-371.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Botany; Conservation (Environment); *Endangered Species; *Environmental Education; Experiential Learning; Field Trips; Intermediate Grades; Junior High Schools; Middle Schools; Natural Resources; Outdoor Activities; *Outdoor Education; Plant Growth; Plants (Botany); Teaching Guides
IDENTIFIERS- *Biological Adaptations; *Carnivorous Plants; Natural Resources Management; Nature; North Carolina; State Parks

This learning packet, one in a series of eight, was developed by the Carolina Beach State Park in North Carolina for the middle grades to teach about carnivorous plants. Loose-leaf pages are presented in 10 sections that contain: (1) introductions to the North Carolina State Park System, the Carolina Beach State Park, the park's activity packet, and how plants eat; (2) a summary of the activities that includes major concepts and objectives covered; (3) four pre-visit activities on carnivorous plants; (4) three on-site activities on the habitat needs of the Venus Flytrap and assessment activities about carnivorous plants; (5) eight post-visit activities on preserving natural areas, designing a model carnivorous plant, and carnivorous plants supplementary diets; (6) a list of 35 related vocabulary words; (7) four appendices containing fact sheets on carnivorous plants, information on caring about endangered species, resources for land use, and a nutrient chart; (8) necessary park and parental permission forms for the visit; and (9) blank pages for taking notes. Contains 16 references and includes a separate educator's guide. (MDH)

ED 376 048 SE 054 797

Mathematics: What Are You Teaching My Child? Videotape.
PUB DATE- 94
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Calculators; Computers; *Cooperative Learning; Elementary Education; Estimation (Mathematics); *Manipulative Materials; *Mathematics Instruction; *Parent Materials; *Writing Across the Curriculum
IDENTIFIERS- Connections (Mathematics); *Family Math

This 20-minute videotape is designed to help parents understand why mathematics teaching has changed, how it will benefit children, and what they (parents) can do to help. The tape shows adult recollections of their experiences in mathematics classrooms, elementary mathematics classroom vignettes, and adult workers who use mathematics in their job. Discussion includes: manipulative materials, exploration, mathematical connections, problem solving, writing mathematics, curiosity, computers and calculators, communication, group work and collaboration among students, opportunities to learn from wrong answers, estimation, multiple solution methods, and family mathematics. (MKR)

ED 376 093 SO 024 460

Himmell, Rhoda; And Others
The Origins of Greek Civilization: From the Bronze Age to the Polis ca. 2500-600 B.C.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 103p.

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Archaeology; Elementary Secondary Education; Foreign Countries; *History Instruction; Primary Sources; Social Studies
IDENTIFIERS- *Greece (Ancient); Greece (Crete); Greece (Mycenae); Greek Culture; *Odyssey; Turkey

This document consists of three units in which students study and compare the two civilizations of ancient Greece, that of the Greek kingdoms of the second millennium B.C. and the city states of historical Greece, and learn how historians use archaeological evidence to reconstruct the history of Mycenaean Greece. Suggestions are included for helping students appreciate one of the principal written sources for early Greek culture, the "Odyssey." The first unit "Bronze Age Civilization in the Aegean: Crete, Mycenae, and Troy ca. 2500-100 B.C." is a unit of study for grades 9-10. The purpose of this unit is to examine the origins, history, and culture of the earliest European civilizations at Crete and Mycenae with a focus on the archaeological evidence and examination of writing systems that link the two areas. Background for settlements on the island of Crete and on the Greek Peloponnese, key historic events, and a survey of the cultures of these areas are included. A discussion of both the mythological and archaeological sources for the Trojan War is provided in order to relate the Trojan War to the history of the Mycenaeans. The value of archaeology as the main source of information about the ancient period is emphasized. The second unit is "Homer's Odyssey: An Elementary Passion" for grades 1-6. This section contains selected activities for elementary students studying the "Odyssey." The third unit, "The Polis" is designed for grades 6-10. The purpose of this unit is to allow students to understand the function of the polis as an integral part of Greek life. Each unit contains references. (DK)

ED 376 148 SP 035 569

Chiang, Linda H.
A Study of the Prospective Teacher's Attitudes toward Social Diversity.

PUB DATE- Oct 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Comparative Analysis; *Cultural Differences; *Education Courses; Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; *Student Attitudes; Teacher Competencies; Teacher Education Programs
IDENTIFIERS- *Diversity Concept; *Preservice Teachers

This study examined the attitudes of prospective teachers toward social diversity. Students were from selected teacher education programs at two different universities. The group of prospective teachers from one university received instruction in multicultural education, the other group did not. Pre- and post-questionnaire data were collected to ascertain if there were different attitudes toward social diversity between the two groups. One hundred thirty-four pre-post responses could be matched for comparison. Findings indicated that at the beginning of the students' professional semester there was no significant difference between the two groups. Both reported positive attitudes toward social diversity, with females reporting more positive attitudes than did males. At the end of the first professional semester there was a significant difference between the two groups. Students who had received instruction in multicultural education reported more positive attitudes toward social diversity. Since training in multicultural education impacts social diversity attitudes positively, areas in which teacher educators need to help themselves and their students gain multicultural competency are suggested. (Contains 21 references.) (LL)

ED 375 971 PS 022 801

School Age Child Care in Virginia: 1993 Survey Results.

PUB DATE- 93
NOTE- 18p.; Some pages contain light type and very small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- After School Programs; *Ancillary School Services; Day Care Centers; Elementary Education; Elementary Schools; *Public Schools; *School Age Day Care; School Surveys
IDENTIFIERS- *Program Characteristics; School Based Services; Virginia

School-age child care (SACC) programs based on-site in Virginia elementary schools were surveyed to determine the scope of such programs across the commonwealth, and to look more comprehensively at existing programs in terms of operators, activities, affordability, and other issues. In January 1993, the survey was sent to school superintendents in each school district in Virginia, and was aimed at those programs providing specifically or exclusively for school-aged children in elementary schools. Survey findings indicated that Virginia is moving forward in the area of providing care for school-aged children, and many school districts and elementary schools are working to help solve the problems associated with unsupervised children. Results provide a profile of school-based SACC programs and their activities, which include free-choice activities, sports, and homework help. (Appendices include the survey instrument, a listing of survey respondents reporting no SACC, the number of schools reporting no SACC listed by locality, and the number of schools offering SACC and the total number of SACC programs, listed by locality.) (AS)

ED 376 007 RC 019 847

Highton, Benjamin; And Others
Latina/Latino Public Opinion Data Book. A Report to the Latina/Latino Policy Research Program.
PUB DATE- 92
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acculturation; Attitude Measures; Citizenship; Demography; Educational Attitudes; Elementary Secondary Education; *Ethnic Groups; Higher Education; *Hispanic Americans; *Immigrants; Language Attitudes; Mexican American Education; Mexican Americans; *Minority Groups; *Public Opinion; *Social Attitudes; Social Discrimination; Socioeconomic Status; Tables (Data); Telephone Surveys
IDENTIFIERS- *California; Latinas; *Latinos

This document reports on the results of five surveys conducted during the 1980s by the Field Institute and Los Angeles Times that included questions of particular interest to the Latino community. Between 1982 and 1989, 6,668 California residents participated in the 5 surveys. Surveys included questions addressing the impact of Latino immigration on California; amount of contact among members of different racial and ethnic groups; use of English as the official language; availability of non-English materials; cultural assimilation of immigrants; discrimination by and toward different racial and ethnic groups; personal experiences and satisfaction with life; perceptions of social and economic conditions for minority groups; and quality of education for minority groups. Two of the five surveys had a large number of Latino respondents and, therefore, provide a considerable amount of information concerning the attitudes of the Latino population. Entries break down the answers to survey questions along various demographic and political dimensions including race, age, sex, education, family income, political ideology, and party identification. Includes survey questions, an index, and a summary that was published separately. (LP)

ED 376 073 SE 055 330

Mara, Chris
From Linx to Links. Project SEED.
PUB DATE- 19 Jul 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; *Interdisciplinary Approach; Mathematics Education; *Science Activities; Science Education; Social Studies

Students often question the relevance of a variety of topics that they are asked to learn in school. Many teachers have decided to tackle this question with activities and lessons that help students relate their school work to their everyday lives and by helping students to form connections across disciplines. The project discussed in this document allows students to participate in a hands on activity (the construction of a replica of a town building) that integrates science, mathematics, and social studies. (ZWH)

ED 375 721 HE 027 805

Villalpando, Octavio
Comparing the Effects of Multiculturalism and Diversity on Minority and White Students' Satisfaction with College. ASHE Annual Meeting Paper.
PUB DATE- 9 Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; College Students; *Cultural Awareness; Cultural Differences; *Cultural Pluralism; Educational Environment; Educational Methods; Ethnic Groups; Higher Education; Mexican Americans; *Minority Groups; Multicultural Education; *Participant Satisfaction; *Student Attitudes; Undergraduate Students; White Students
IDENTIFIERS- African Americans; *ASHE Annual Meeting; Cooperative Institutional Research Program; *Diversity (Student); Hispanic American Students

This study examined whether and how an institution of higher education's emphasis on diversity affects students of color differently from white students. Data, which were drawn from the Cooperative Institutional Research Program, involved 15,600 students who were freshmen in 1985 and were followed up in 1989 and who identified themselves as belonging to one of the following four groups: African American, Mexican American/Chicano, Asian American, or White. Students who reported high levels of satisfaction with college were those who attended racial/cultural awareness workshops and socialized with someone of a different race/ethnic group. Students from all four groups benefited equally from participating in these workshops. Every group of students was positively affected by faculty's use of instructional methodology that included content on ethnic and racial issues, as well as research or writing addressing women, ethnicity, or race. A college's or university's commitment to increasing their numbers of women and minority faculty and students and commitment to creating a diverse multicultural environment and an appreciation for multiculturalism also had a strong effect on students' satisfaction with college. Environmental measures that demonstrated effects on student satisfaction are also analyzed. (Contains 25 references.) (JDD)

ED 375 739 HE 027 834

Onasch, Christine
Undergraduate Grade Point Average and Graduate Record Exam Scores as Predictors of Length of Enrollment in Completing a Master of Science Degree.
PUB DATE- Jun 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Educational Attainment; *Grade Point Average; *Graduate Students; Graduate Study; Higher Education; *Masters Degrees; *Predictor Variables; Student Financial Aid; Undergraduate Study
IDENTIFIERS- *Graduate Record Examinations; *Time to Degree

This study sought to determine the usefulness of undergraduate grade point average (GPA) and Graduate Record Exam (GRE) scores as predictors of the time it takes to complete a Master of Science degree. It examined six variables taken from the files of 100 students who had completed Master of Science degrees in geology at Bowling Green University (Ohio) within the past 12 years. Variables were: (1) undergraduate GPA; (2) geology course GPA; (3) GRE verbal scores; (4) GRE quantitative scores; (5) applicant age; and (6) the number of years required to complete the degree. Although the results do not suggest any strong relation between undergraduate GPA, GRE scores, and degree completion time, the study did find that students with higher undergraduate GPAs took less time to graduate than students with lower undergraduate GPAs. It also found that higher GRE scores predicted a longer time to graduation, and that age and undergraduate GPA were inversely related. The study recommends that graduate committees award financial aid based primarily on the applicants undergraduate GPA, since GRE scores do not necessarily predict the ability of the student to complete their course of study in the prescribed time. (MDM)

ED 375 740 HE 027 835

A Statewide Evaluation of Florida's College Reach-Out Program. Annual Report: 1991-92 Cohort.
PUB DATE- Dec 93
NOTE- 51p.; Some tables contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Career Counseling; College Bound Students; College School Cooperation; Counseling; *Disadvantaged Youth; Economically Disadvantaged; Educational Attainment; Educationally Disadvantaged; Educational Opportunities; Elementary Secondary Education; Enrichment Activities; Higher Education; *Outreach Programs;

ED 375 779 HE 027 878

Smedley, Christine S.; Allen, Mitchell

Getting Your Book Published. Survival Skills for Scholars, Volume 10.

PUB DATE- 93

NOTE- 140p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- College Faculty; Contracts; Decision Making; Editing; Editors; *Faculty Publishing; Higher Education; Marketing; *Publishing Industry; *Writing for Publication

This book helps college faculty get their scholarly books, edited volumes, or advanced texts published, by offering an insider's view of publishing. Chapter 1 covers different types of publishers and economics of publishing. Chapter 2 helps writers decide whether their idea is worthy of being a book rather than a journal article and whether to author or edit a book. Chapter 3 deals with how to do targeted fact finding to uncover kinds of books a specific publisher is looking for, specific time to contact them, use of an agent, and other factors. Chapter 4 outlines an effective book proposal. Chapter 5 covers the proposal review process and how reviews are used in publishing decisions. Chapter 6 explains the standard book publishing contract. Chapter 7 describes what to expect from an editor and how the editor can help develop the manuscript, guide it through production, and assure effective marketing. Chapter 8 demystifies the production process. Chapter 9 assesses what to expect from the publisher in terms of marketing and what the author can do to promote the book. The final chapter offers advice on what to do when things go wrong. The theme throughout the book is that publishing is a collaborative venture. An appendix offers a sample book proposal. A list of 14 books, 2 periodicals, and 4 organizations concludes the guide. (JDD)

ED 375 798 IR 016 835

Brown, Gerald R., Comp.
Inter-Agency Collaboration Pilot Project among Information Providers within the Boundaries of the Wheatland Regional Library & Learn Centre. Final Report.
PUB DATE- Mar 94
NOTE- 72p.; For a related document, see IR 016 836.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Access to Information; Bookmobiles; Elementary Secondary Education; Foreign Countries; Higher Education; Information Dissemination; Library Automation; *Library Cooperation; Library Funding; Library Networks; Library Personnel; *Library Services; *Pilot Projects; Public Libraries; Public Relations; School Libraries; *Shared Library Resources; Staff Development; Use Studies
IDENTIFIERS- Saskatchewan (Saskatoon)

This final report describes the Inter-Agency Collaboration pilot project of the Wheatland Regional Library among the information providers within its boundaries. The project had four objectives: (1) to initiate discussion between participants about the mandate, roles, and services available to their clients; (2) to raise the image of public libraries as information providers in the pilot communities; (3) to develop mechanisms for sharing services within the funding jurisdiction; and (4) to participate in joint programs, projects, or activities appropriate to the mandate. An executive summary of the project is followed by information on its historical background, terminology, and objectives. The model for the process and the scope of the project are then presented. The phases of project implementation are listed, including a description of the survey of student use of branch and mobile library services. The methodology, survey instrument, and survey results, are also presented. Evidence of the project's results concludes the report and is organized in eight areas of collaboration: information sharing in networks; public relations and promotions; differentiated staffing; shared purchasing; automation; joint training; joint policy development; and joint funding. (Contains 13 references.) (JLB)

ED 375 876 JC 940 581

Shipley, Carol Dale
Learning Outcomes: Another Bandwagon or a Strategic Instrument of Reform?

PUB DATE- Oct 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Community Colleges; *Educational Development; *Educational Strategies; Foreign Countries; *Outcomes of Education; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Ontario

Learning outcomes are one part of an educational strategy to promote greater accountability, equity, access, and quality in Ontario's colleges. Learning outcomes describe the academic standards against which learners and college programs will be evaluated and academic credit will be granted. Several projects undertaken by the College Standards and Accreditation Council rely on learning outcomes as the basis for defining program standards. These outcomes-based projects are part of a timely and valid college reform initiative whose ultimate success depends on an accurate interpretation of terminology, understanding of and agreement on the aims of reform, and clear explanation of the philosophical origins of the principles behind the reform strategies. As exit standards for programs, learning outcomes should not dictate curriculum, but will, inevitably, affect organizational infrastructures, teaching and learning approaches, assessment and evaluation practices, and even existing value systems. As a term which represents a shift away from the behavioral science orientation of the past 80 years, and the content-driven, teacher-directed information dissemination of the past 700 years, learning outcomes are a dynamic and strategic instrument of reform. (KP)

Sweigman, Lou
Implementation, in a Child Care Setting, of Multicultural Awareness Training for Teachers of 2 Year Olds.
PUB DATE- 94
NOTE- 180p.; M.S. Practicum Report, Nova University. Handwritten portions of the document may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Child Caregivers; Classroom Environment; Cultural Awareness; Day Care; *Day Care Centers; *Inservice Teacher Education; *Multicultural Education; Preschool Curriculum; *Preschool Education; Preschool Teachers; Program Effectiveness; Racial Attitudes; Staff Development; Teacher Attitudes; *Teacher Workshops; Toddlers
IDENTIFIERS- Developmentally Appropriate Programs

A training program was implemented for teachers to increase the quality and quantity of developmentally appropriate multicultural education for 2-year-olds at a child care center in which the children and teachers were predominantly Euro-American. The 10-week training program used readings, videos, discussions, and guided imagery to: (1) raise teacher consciousness about how cultural values and ethnic perspectives affect teaching style and content; (2) to improve each teacher's ability to devise and deliver a multicultural curriculum; and (3) to increase teacher understanding of how 2-year-olds arrive at racial awareness, attitude, and identity. Program outcomes were evaluated using pre- and post-training questionnaires, teacher and parent surveys, ratings of classroom environments, and journal entries. Results indicated that teachers' awareness of their attitudes toward race increased, and classroom environments underwent significant change. (Thirty-one appendices include staff and children descriptions, rating scales and teacher responses, surveys and journal excerpts, lesson plans, and classroom photographs. Contains 32 references.) (TM)

ED 376 049 SE 054 915

Jaramillo, James A.

The Impact of Family Math/Family Science upon the Attitudes and Behaviors of Participants in the Valley of Phoenix from Fall of 1991 to Spring of 1993.

PUB DATE- 93

NOTE- 115p.; Ph.D. Paper, Arizona State University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavior; Elementary Education; *Elementary School Students; Grade 1; Grade 4; Grade 6; Interviews; *Mathematics Instruction; Minority Groups; Parent Child Relationship; *Parent Participation; Parent School Relationship; School Community Relationship; *Science Instruction; Socioeconomic Status; *Student Attitudes; Surveys

IDENTIFIERS- Arizona (Phoenix); *Family Math; *Family Science

The Education Resources Center (ERC) is a community-based organization that serves students from various elementary schools united by the Phoenix Coalition for Youth and Families (PCYF). The PCYF Project was authorized to organize agencies and schools in the lower socio-economic areas of inner-city Phoenix into one collaborative arrangement. This study was undertaken to determine if a relationship exists between those cohorts who participated in the Family Math and Family Science programs offered by the ERC and their behaviors and attitudes towards these programs. Surveyed participants consisted of: first-, fourth-, and sixth-graders (n=164), parents (n=54), program instructors (n=8), and program instructor trainees (n=155). Participant observations, collection of school and program documents, and adult and child survey responses disclosed results that indicate a positive relationship between each participant and their behaviors and attitudes toward these programs. The positive adult evaluations of the program indicate their acceptance of the program and their desire to implement after-school classes in their communities. The paper includes copies of the Parent Survey (in English and Spanish), Child Survey (in English and Spanish), Family Math Evaluation, and Family Science Evaluation. (MKR)

ED 376 167 SP 035 607

Goldfine, Bernard D.; Walker, M.

Facility Design and Management: Innovative Approaches to Instruction.

PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Denver, CO, April 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Building Design; *Cooperative Learning; *Course Organization; *Facility Case Studies; *Facility Planning; Higher Education; Learning Activities; *Recreational Facilities; Teaching Methods
IDENTIFIERS- *Facility Management

Sport facility design and management courses rely heavily or exclusively upon lectures and readings--modes of instruction that engage students in a passive form of learning. This paper advocates one method of stimulating higher-level thinking and active learning in facility courses--the use of cooperative small-group learning. In facility courses, this translates to assigning group projects that entail facility design and management tasks. Students are given particular sport facility scenarios (e.g. recreation or fitness centers) within clearly stipulated parameters (budgetary and square footage restrictions and clientele demographics). Students must then create and justify specific plans regarding designing, equipping, managing, maintaining, and marketing their assigned sport facility. Groups of two to four students brainstorm creative solutions given various parameters relative to time-usage constraints, number of facility users, institutional philosophy, and the needs of each department. Each group would then present its solution to the entire class. Throughout the term, students are given lectures and assigned related readings which address the basic principles in facility design, product research, management, maintenance and marketing. An example of a sport facility scenario and the tasks each group must perform is included. (LL)

ED 375 760 HE 027 859

Instructional Locations Away from the Main Campus, State University of New York 1993-94.

PUB DATE- Sep 94

NOTE- 354p.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)

DESCRIPTORS- Community Colleges; Educational Certificates; *Extension Education; Geographic Location; Higher Education; *Institutional Characteristics; *Off Campus Facilities; Satellite Facilities; School Location; *State Universities; Tables (Data)

IDENTIFIERS- *State University of New York

This publication presents data in five tables from a survey of the 734 State University of New York (SUNY) instructional locations which offer credit courses away from main campuses. For the second year, the 1993-94 survey collected annual data rather than fall data as it had in the past. All tables in this publication pertain to 1993-94 data. Table 1 presents summary information on the 734 instructional locations away from the main campuses. Table 2 presents detailed information by institution on each of the reported instructional locations. Table 3 displays the 57 instructional locations away from the main campus which meet the state requirements for branch campuses, interinstitutional programs or exceptions by offering complete academic programs leading to a certificate or degree. Table 4 lists the 75 locations which meet the state requirements for extension centers or interinstitutional centers, i.e., not offering a complete academic program but offering more than 15 credit courses or having more than 350 course registrations. Table 5 shows the 602 locations which currently meet the state requirements for extension sites or interinstitutional sites, i.e., not offering a complete academic program and offering 15 or fewer courses for credit and having 350 or fewer course registrations. Appendixes contain a map of state university institutions, dates

ED 375 818 IR 016 875

Stuckman, Ralph; And Others
Videotaping, Map Schema, and Internet in an Educational
  Methodology Course.

PUB DATE- Aug 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Computer Networks; *Educational Strategies;
  Electronic Mail; Elementary Secondary Education; Higher
  Education; *Information Networks; Preservice Teacher Education;
  *Schematic Studies; Science Education; Social Studies; Teaching
  Methods; *Videotape Recordings
IDENTIFIERS- *Internet

This paper examines three distinct features of an educational methodology course which combines social studies and science methods. Sixteen students were enrolled in this methodology class during the spring semester of 1994. The first feature involved the use of video. Students at Urbana University in Urbana, Ohio videotaped science experiments and used the tapes to review the teaching strategies and their effectiveness. They were also able to observe group behavior and student achievement. The second feature involved a map schema experience. The class was given four key works of map, local environment, map scale, and distance, and were asked to place each key work on a shape provided and explain this placement. The results of this exercise showed that learners take information from their own experiences and backgrounds, and that they may need a framework to discuss similarities and differences of their schema results. (The map schema experiment is described in some detail.) The third innovation in the course involved the use of the Internet. Two students who volunteered to work outside of class time with the professor to become familiar with cyberspace accomplished some minor achievements in that they used electronic mail to observe a bulletin board and conducted simple navigation through Gopher and Veronica. It is expected that future classes doing research on the Internet will accomplish more than exploratory work.

ED 375 837 IR 055 215

McNicholas, C.; Nelson, P.
The Virtual School Library: Moving toward Reality.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Convention of the National Catholic Educational Association (91st, Anaheim, CA, April 4-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Computer Networks; Cultural Differences; Educational Environment; Females; Foreign Countries; High Schools; *Information Literacy; *Information Retrieval; Information Technology; Integrated Activities; Learning Resources Centers; Microcomputers; Optical Data Disks; *School Libraries; Secondary School Students; *Skill Development; Technological Advancement
IDENTIFIERS- Australia; *Marist Sisters College (Australia); *Virtual Libraries

The response of Marist Sisters' College, Woolwich, New South Wales (Australia), to the challenges of teaching information literacy is described. Marist Sisters' College is a high school enrolling approximately 750 girls representing diverse cultures and socioeconomic backgrounds in grades 7 through 12. An integrated information-skills program, described elsewhere, has been developed across the curriculum, and networked computer terminals and CD-ROM towers have become the foundation for an information-technology program aimed at information literacy. The concept of the virtual library serves the College's aspirations for the information environment. The virtual library as it is being developed at Marist Sisters' College gives access to more information than is contained in four walls through electronic access to internal resources and external services, including catalogs and local area networks that enable remote access. Part of the virtual library approach is focusing on the skills needed to use technology as a tool. The virtual library is providing a dynamic and diverse information environment that supports the entire school curriculum. A detailed outline of the information process--defining, locating, selecting, organizing, presenting, and assessing--in terms of skills and outcomes is presented in tabular format. (Contains 12 references.) (SLD)

ED 375 858 IR 055 264

Olson, Lynette
Minnesota Technical College System: Library/Media Services Survey and Report.
PUB DATE- 94
NOTE- 149p.; For the 1989 report, see ED 322 918.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Learning Resources Centers; *Library Facilities; Library Planning; *Library Services; Library Statistics; Library Surveys; Mission Statements; Technical Institutes; Two Year Colleges; *Vocational Schools
IDENTIFIERS- *Minnesota

This document presents a report on the Minnesota Technical College System's Library and Media Services. All 34 technical colleges were given a survey to prepare, a Library Advisory Board was established, and relevant literature and standards were reviewed to conduct and obtain data for this study. The report begins with the mission, values, and goals of the library/media centers. Section I reports the survey findings on the following topics: total library/media services per campus, including public service outlets, total number of staff, total operating expenses, total collection amount, total services, service per typical week, and total footage. Section II presents an integrated plan for library/media services, including objectives and goals for instructional technology; multimedia authoring; barrier free technology; Internet/e-mail; delivery systems; staff, curriculum, and collection development; electronic access; and resource sharing. Section III covers budget allocations. Section IV discusses the creation of new library/media facilities. Finally, Section V examines invested interests in technical college library/media centers. (JLB)

ED 375 894 JC 940 611

Critical Success Factors for the North Carolina Community College System 1994. Fifth Annual Report.

PUB DATE- Apr 94
NOTE- 117p.; For the fourth annual report, see ED 361 031.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Articulation (Education); *College Outcomes Assessment; Community Colleges; Community Services; Economic Development; *Educational Quality; Labor Force Development; *Organizational Effectiveness; *Outcomes of Education; School Community Relationship; *State Standards; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Carolina Community College System

The data presented in this report are indicators of the level of success of the North Carolina Community College System (NCCCS) as measured by student outcomes and the extent to which the system addresses the needs of the state. Where possible, 5-year data are presented. Seven critical factors are examined: (1) student success, as measured by number of continuing students; progress of literacy students; number of high school equivalency diplomas awarded compared to the number of state dropouts; performance of transfers after two semesters; rate of success on licensure exams; program completion rates; and passing rates for remedial and general education courses; (2) resources, measured by institutional salaries; student/faculty ratio; participation in staff development program; currentness of equipment; library standards; and system funding for full-time equivalent (FTE) students; (3) access, assessed in terms of enrollment of high school dropouts, handicapped, single parents, nontraditional high school diploma earners, and inmates; number served by literacy programs; percentage of students receiving financial aid; and percent of population in service area enrolled; (4) education continuum, examined in terms of number and percent of high school graduates enrolled; enrollment in cooperative agreements with high schools; tech prep student enrollment; and number and percent of University of North Carolina students who attended a community college; (5) workforce development, evidenced by the number of employers and trainees served; number of workplace literacy sites; employer satisfaction; and graduate employment status; (6) community services, measured in terms of courses offered, senior citizen enrollment, and support of community services; and (7) program management and accountability, assessed by an annual program audit, program reviews, and accredited programs. (KP)

ED 375 912 JC 940 632

Institutional Effectiveness Program. Pima County Community College District Institutional Effectiveness Series: 1.

PUB DATE- 94
NOTE- 35p.; For numbers 2-6 of the series, see JC 940 633-637.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Community Involvement; Evaluation Methods; *Institutional Mission; Institutional Research; *Organizational Effectiveness; Outcomes of Education; Personnel Evaluation; Program Evaluation; *Research Utilization; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Pima Community College AZ

Describing Pima Community College's (Arizona) institutional effectiveness program, this report provides related board policy, an overview of the program, and an analysis of each of the five program components. Following introductory materials and a board statement indicating the college's commitment to ensuring institutional effectiveness through continuous assessment and quality improvement, an overview of the program is provided, including a schematic diagram of program components and a list of documents in which review results are made available. Individual descriptions are then provided for the following five components of the institutional effectiveness program: (1) an evaluation, every 5 years, of the mission statement involving broad-based community involvement; (2) annual reviews of programs and services with respect to students, faculty, curriculum, and financial operation, as well 5-year reviews of goal achievement, faculty development, and curriculum modifications; (3) periodic evaluations of faculty, the chancellor, administrators, staff, and the board of governors; (4) student outcomes assessment, including classroom mini-grants, general education, occupational education, and student information system reports; and (5) continuous evaluation of the planning process. For each section, information is provided on participants in each component, the form of documentation, and the utilization of results. Timelines, the executive summaries of four research reports, and other supporting materials are appended. (KP)

ED 375 951 PS 022 719

Human Services Reauthorization Act of 1994. Report from the Committee on Labor and Human Resources To Accompany S. 2000. Senate, 103D Congress, 2d Session (April 11, 1994).

PUB DATE- 19 Apr 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Block Grants; *Family Programs; *Federal Aid; *Federal Legislation; *Human Services; Low Income Groups; *Preschool Education; Program Descriptions; Program Improvement
IDENTIFIERS- Community Services Block Grant Act; Congress 103rd; Family Resource and Support Programs; Low Income Home Energy Assistance Program; Project Head Start; Reauthorization Legislation

This Senate report delivered by Mr. Kennedy describes elements of the Human Services Reauthorization (HSR) Act of 1994. It provides: (1) a summary of the bill which reauthorizes funding for Head Start, the Community Services Block Grant, the Low-Income Home Energy Assistance Program, and the Family Resource Program for fiscal years 1995 through 1998 (1999 in the case of the Energy Assistance Program); (2) background information on the programs funded by the HSR Act, and the continuing need for such programs; (3) a brief history of the 1994 reauthorization legislation; (4) an explanation of the bill and committee views on allocation of funds, performance standards, outcome measures, monitoring, quality improvement, eligibility, facilities, and service delivery; (5) program cost estimates; (6) regulatory impact; (7) section-by-section analysis of the HSR Act's modifications to existing legislation; (8) committee action on the bill; and (9) the text of the statutes to be amended or replaced by the HSR Act. (MDM)

ED 375 990 RC 019 790

Haley, Brian

Heterogeneity in Rural California and the Example of Shandon.

SPONS. AGENCY- California Univ., Santa Barbara.; Woodrow Wilson National Fellowship Foundation, Princeton, N.J.
PUB DATE- Aug 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Rural Sociological Society (57th, Portland, OR, August 11-14, 1994). Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Laborers; *Community Change; Community Relations; Economically Disadvantaged; Elementary Secondary Education; Ethnic Bias; *Ethnic Relations; Ethnography; Immigrants; *Mexican Americans; Migrant Workers; *Poverty Areas; School Desegregation
IDENTIFIERS- *Agricultural Change; *California (Shandon)

This paper summarizes a 22-month ethnographic study of rural Shandon (California), a community that demonstrates the social and demographic changes resulting from agricultural intensification in rural California. Changes in the Shandon area's agricultural production have produced a demographic shift from the homogeneous Anglo-American farming and ranching community of the 1960s to the current heterogeneous community, where over one-third of the population consists of Mexican-American farm laborers producing high value, labor intensive, specialty crops. This shift was documented by school district records. A strong ethnic boundary separates Shandon's American and Mexican communities, but flagrant systematic discrimination is found only in the rental housing market. Children of both groups readily cross the ethnic boundary, influenced by systematic integration and small class size in Shandon schools. Consequently, Mexican-American children have graduation rates and occupational mobility equivalent to Anglo children. Because of low wages, a prosperous agriculture in California actually has added to the number of local poor, and has done so in the form of an ethnically distinct immigrant population. In areas similar to Shandon, the scale and composition of foreign immigration stimulate a nativist reaction and increase ethnic tensions in the absence of racially divided labor markets, racially based systems of exploitation and discrimination, or economic crises. (RAH)

ED 376 074 SE 055 336

Page, Frank; And Others

Thunderstrike! A Unit of Motion & Force.

PUB DATE- 19 Jul 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Competition; Cooperative Learning; *Energy; Grade 7; *Interdisciplinary Approach; Junior High Schools; Language Arts; Mathematics Education; *Motion; Physics; Science Activities; Science Education; Social Studies; *Team Teaching; Technology Education

The purpose of this team unit is to provide students with knowledge, experience and an appreciation of technology. This unit is designed to give students an opportunity to solve problems in technology through cooperative learning activities in addition to addressing the needs of the individual student. This unit is intended to take 6 weeks for proper implementation and is conducted by a team of teachers. It can be used effectively in the sixth, seventh, or eighth grade team level. It allows students to construct and understanding of force, work, and energy. (ZWH)

ED 376 111   SO 024 484

Frick, Carole Collier
The Enlightenment: A Unit of Study for Grades 7-10.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Grade 7; Grade 8; Grade 9; Grade 10; *History Instruction; *Intellectual History; *Philosophy; Primary Sources; Secondary Education; Secondary School Curriculum; Social History; Social Studies
IDENTIFIERS- Condorcet (Marie Jean Antoine Nicolas de Caritat); Diderot (Denis); *Enlightenment Thought; Franklin (Benjamin); Frederick the Great; Jefferson (Thomas); Montesquieu (Charles Louis de Secondat); *Philosophers; Rousseau (Jean Jacques); Voltaire

The purpose of this unit is to explore the ideas and ideals of the 18th century Enlightenment thinkers called the Philosophes, and to understand how they continue to influence basic notions about the nature of man and his world. The unit introduces key members of the Philosophes through short excerpts from their works. The selections illustrate the social concerns of Enlightenment thinkers in society, politics, and education. Through a study of primary sources, the works of Montesquieu, Rousseau, and Condorcet are discussed. Voltaire and the "enlightened despot" Frederick the Great also are introduced, as is the revolutionary "Encyclopedie" of Denis Diderot. The unit ends with the influence of the Enlightenment on the New World through a lesson on Benjamin Franklin and Thomas Jefferson, author of the Declaration of Independence. The ideals of the 18th century Enlightenment acquaint students with the vision of the perfectibility of man through the power of reason, which laid the basis for the notion of egalitarianism at the heart of the French and American Revolutions. Fundamental issues such as the basic nature and rights of man are discussed, as is the value of reason over tyrannical authority. This unit also shows the relationship between ideals and their practical application in society. Through the use of primary sources both written and visual, the student is able to experience the age of reason. By learning about the Philosophes, the student will develop critical thinking and inductive reasoning. Contains 13 references. (Author/DK)

ED 376 130   SP 035 520

Gloeckner, Gene W.; And Others
Integrating Basic Skills into Vocational Teacher Education Curricula: Review of Literature.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 72p.; For related documents, see ED 349 398-402.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basic Skills; *Curriculum Development; Education Work Relationship; Higher Education; *Integrated Curriculum; Liberal Arts; Literature Reviews; Preservice Teacher Education; Secondary Education; *Teacher Competencies; *Teacher Education Curriculum; Teacher Educators; Teaching Methods; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Preservice Teachers

This literature review was designed to help educators teach future vocational teachers how to integrate basic skills instruction into their work, and to guide the development of the preservice teacher education curriculum. Selected literature is organized into four chapters. The first chapter clarifies the concepts of "basic skills" and "integration." Chapter two contains information about how the review was conducted, including the sampling design employed by the reviewers and techniques used to collect and reduce the number of references. Procedures used to analyze and summarize the literature are also given. In chapter three, results are organized according to the following topical focus questions: (1) How are basic skills defined? (2) How successfully are those who are about to enter the workforce acquiring basic skills? (3) Why do those who are about to enter the workforce vary in the degrees to which they possess basic skills? (4) How can weaknesses in the basic skills of the workforce be remedied? (5) In what ways can liberal arts and vocational education be integrated? and (6) To what extent does integrating liberal arts and vocational education enhance the acquisition of basic skills? The document closes with a discussion of the competencies necessary for all preservice teachers as they exit the system. (Contains approximately 130 references.) (LL)

ED 375 780 HE 027 879

Roberts, Helen; And Others
Teaching from a Multicultural Perspective. Survival Skills for Scholars, Volume 12.
PUB DATE- 94
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Instruction; *Course Content; Cultural Differences; *Cultural Pluralism; *Curriculum Development; *Educational Methods; Educational Strategies; Equal Education; Higher Education; Mentors; *Multicultural Education; Student Evaluation
IDENTIFIERS- Diversity (Student)

This book explores successful teaching and learning approaches in multicultural college or university classrooms. Chapter 1, "Once You Accept, Then You Can Teach" (Juan C. Gonzalez), challenges instructors to think about how the students' cultural backgrounds relate to their educational goals and achievement and describes what faculty members can do to weave diversity into the fabric of the campus. "Diversity and Change on Campus" (Helen Roberts) provides tools for developing a profile of diversity on campus and setting the stage for student success. "Teaching All Students Equally" (Ray Lou) offers effective classroom skills and a personal professional development approach to acquiring those skills. "Including Multicultural Content and Perspectives in Your Courses" (Otis L. Scott) discusses development of diversity goals and stimulation of faculty collaboration. "Languages and Cultures in the Classroom" (Ann M. Johns) offers an approach that includes needs assessment, varying pedagogical techniques, modeling processes and products, and integrating evaluation methods throughout the course. "Equity in Classroom Assessment" (Olita D. Harris) contains guidelines for using structured peer feedback, daily learning logs, learning files, portfolios, and minicapstone experiences. "On Becoming a Mensch or a Mentor" (Delores J. Huff) discusses developing effective mentoring relationships with diverse students. The book includes checklists, charts, surveys, and questionnaires used in the studies. An appendix contains a student profile questionnaire about career goals and student needs. Each chapter contains references. (JDD)

ED 375 972 PS 022 807

Larner, Mary; Chaudry, Nina

Promoting Professionalism through Family Day Care Networks: A Study of Child Care, Inc.'s Neighborhood Child Care Initiatives Project, New York City.

PUB DATE- Aug 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Child Rearing; Community Coordination; Early Childhood Education; *Family Day Care; *Networks; *Outreach Programs; *Professional Services; Social Support Groups
IDENTIFIERS- Child Care Inc NY; *Family Day Care Providers; Network Based Approach; *Network Models

This report describes the characteristics and activities of family day care networks and their role in providing professional support to family day care providers. The introduction explains the rationale for these networks and focuses on the work conducted by Child Care, Inc., in New York City, to develop them. Chapter 2 provides a background to family day care networks by elaborating and differentiating among other strategies that also seek to promote professionalism in family day care. The efforts undertaken by Child Care, Inc., to develop the networks is described in chapter 3. These methods involve choosing neighborhoods, identifying organizations that would sponsor the networks, and designing a network development package that will guide the organization in establishing the network. Chapter 4 provides a detailed account of the structure of the networks, their purposes, and the variety of services they provide. The perspective of the providers is taken into consideration in chapter 5, which answers questions such as: Why did the providers join networks?; What services did they expect to receive?; and Why did they decide to become certified or registered? Chapter 6 discusses four factors that influence the success and viability of family day care networks: (1) training and regulation of providers; (2) size and scope of networks; (3) stable funding; and (4) education of parents and public. The report concludes with the view that community-based networks are a promising mechanism for assisting with new and experienced child care providers. (BAC)

ED 376 008 RC 019 848

Sergiovanni, Thomas J.
Organizations or Communities? Changing the Metaphor Changes the Theory.
PUB DATE- 13 Apr 93
NOTE- 28p.; Presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; *Community; *Educational Administration; *Educational Change; Educational Practices; Elementary Secondary Education; *Interpersonal Relationship; Leadership; *Metaphors; *Organizational Theories; School Organization; School Size

Educational administration has been shaped by the metaphor of organization. From organizational and management theory, and from economics, the parent of organizational theory, educational administration has borrowed definitions of quality, productivity, and efficiency; strategies to achieve them; and theories of human nature and motivation. Schools as formal organizations seek legitimacy by appearing "rational," emphasizing accountability and control of both students and teachers. In organizations there are assumptions that hierarchy equals expertise and moral superiority, that the ties among people are contractual, and that motivation is external and driven by self-interest. Metaphors have a way of creating reality. Changing the metaphor for the school from organization to community changes what is true about how schools should be organized and run, what motivates teachers and students, and what leadership is and how it should be practiced. In communities, connections among people and between people and purpose are based on commitments, felt interdependencies, and shared beliefs and values. Control relies naturally on these interrelationships, as does responsibility and collegiality. Building community in our schools requires the invention of a practice of community, which, in turn, requires a new theory and practice of educational administration. This shift in theory and practice is discussed in terms of Tonnies' concepts of gemeinschaft and gesellschaft and Parsons' pattern variables. Building the school community entails substituting moral and professional authority for bureaucratic authority, decreasing school size, changing school structures, and inventing new standards of quality and strategies for accountability. (SV)

ED 376 027 SE 054 368

Dow, Jaye

Rock Around the Clock. Hanging Rock State Park: An Environmental Education Learning Experience Designed for Grade 5.

PUB DATE- Oct 93
NOTE- 44p.; For other Environmental Education Learning Experiences, see SE 054 364-371.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; Experiential Learning; Field Trips; *Geology; Intermediate Grades; Junior High Schools; Middle Schools; *Outdoor Activities; *Outdoor Education; *Petrology
IDENTIFIERS- Hiking; *North Carolina; State Parks

This learning packet, one in a series of eight, was developed by the Hanging Rock State Park in North Carolina for grade 5 to teach about the geology of the park. Loose-leaf pages are presented in nine sections that contain: (1) introductions to the North Carolina State Park System, the Hanging Rock State Park, the park's activity packet, and to the geology of the park; (2) a summary of the activities that includes major concepts and objectives covered; (3) pre-visit activities to provide students with a foundation in rock types and how they change over time due to weathering and erosion; (4) an on-site geo-hike to observe the parks geological formations; (5) a post-visit activity to reinforce the vocabulary words and concepts learned in the previous activities; (6) a list of 22 related vocabulary words; (7) necessary park and parental permission forms for the visit; and (8) blank pages for taking notes. Contains 12 references. (MDH)

ED 376 094   SO 024 462

Pearson, Jim; Robertson, John
Slavery in the 19th Century: A Unit of Study for Grades 5-8.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Blacks; Elementary Education; Feminism; Grade 5; Grade 6; Grade 7; Grade 8; *History Instruction; Intermediate Grades; Junior High Schools; Middle Schools; Primary Sources; *Slavery; Social Studies; *United States History
IDENTIFIERS- *Abolitionism; *Truth (Sojourner)

This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. The lessons included in this unit attempt to make slavery comprehensible to students, showing its oppressiveness and yet explaining how white Southern culture rationalized and sustained it. The unit also explains how blacks resisted the dehumanizing aspects of slavery and in the process created a distinct African American culture. Finally these lessons present the abolitionists, black and white, male and female, and develop appreciation for their courage, conviction, and understanding. Students should be exposed to people whose foresight and principles, while putting them at odds with the prevailing beliefs of their contemporaries, helped to shape the attitudes of future Americans. This unit should help students see the importance of being active and thoughtful members of society. white Southerners were ordinary people not very different from contemporary Americans. Students should be taught that unless people are educated to reflect actively on the values that shape society, they are likely to accept those values uncritically. With the aid of this unit, students should see racism as a disease that threatens all people's freedom while crippling the judgement of those infected. This unit contains six lesson plans: (1) the justification of slavery and its effect on whites; (2) slave labor; (3) African-American culture forged in bondage; (4) slave resistance; (5) abolition, the leaders and their ideas; and (6) abolition and women's rights. Contains 16 references. (DK)

ED 376 149 SP 035 570

Smith, Barbara Tyree; Goc-Karp, Grace
Becoming Marginalized in a Middle School Physical Education Class.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Grade 7; Group Behavior; *Group Dynamics; *Interpersonal Relationship; Junior High Schools; *Junior High School Students; Middle Schools; Physical Characteristics; *Physical Education; Physical Education Teachers; *Student Attitudes; Student Behavior
IDENTIFIERS- *Athletic Ability; *Marginal Students; Middle School Students

This study examined the effects of social competence, group formation, and group behavior on the marginalization of students in a 7th-grade physical education setting. Marginalized students are defined as those in the class, but not "of" the class. In addition, factors such as individual and team activity and teacher expectations help to explore the complexity of the process from a social standpoint. Data, collected through field observations and individual oral interviews with teachers and students, identified five students as marginalized due to a lack of social or physical competence. The formation of groups and the power which groups exerted was found to have a great influence on interactions between students and marginalization. Group membership was protected through various tactics, including harassment of unwanted individuals attempting to enter a group, or separation from others by choice. Several factors common to all marginalized students were identified including exclusionary episodes, reactions to exclusion, teacher interventions, and survival strategies. Implications of the study include the need for changes in curriculum and teaching methodology in order to alleviate the marginality status of students. Several figures depicting reactions to group behavior are provided. (Contains approximately 30 references.) (LL)

ED 375 799   IR 016 836

Brown, Gerald R., Comp.
Inter-Agency Collaboration Pilot Project Student User Survey with Saskatoon (East) School Division No. 41: Data Analysis and Recommendations.
PUB DATE- May 93
NOTE- 51p.; For a related document, see IR 016 835.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Bookmobiles; Elementary Secondary Education; Foreign Countries; Learning Resources Centers; *Library Cooperation; *Library Services; Library Surveys; *Public Libraries; *School Libraries; *Student Attitudes; Use Studies
IDENTIFIERS- Saskatchewan (Saskatoon)

The survey reported here was part of a larger project, the Wheatland Library Inter-Agency Collaboration Pilot Project. This Student User Survey summarizes data and recommendations for improved collaboration between the schools and the Wheatland Library. This report presents the findings of the survey along with recommendations. It provides a perspective on the students' perceptions and attitudes towards reading, libraries, and using information. The report begins with an introduction and an overview of the Inter-Agency Collaboration Pilot Project. Next, the methodology of the survey is reported, followed by analyses of the data. These analyses, which make up the major part of the report, are organized in eight categories: participants in survey; library membership; reasons for not having membership; frequency of library visits; reasons for going to the branch or mobile library; collection analysis; other sources accessed for student information; and additional comments. Finally, a summary of the survey and recommendations based on the findings are presented. Data analysis charts and a copy of the survey instrument are appended. (JLB)

ED 375 877 JC 940 593

Kintzer, Frederick C.
International Developments in Higher Education: New Perspectives on Nonuniversities.

PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Community Colleges; *Comparative Education; Foreign Countries; Institutional Characteristics; Postsecondary Education; *Postsecondary Education as a Field of Study; *Technical Institutes; *Trade and Industrial Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Nonuniversities; *Short Cycle Education

A nonuniversity is a short-term, short-cycle college or institute that provides vocational and technical training toward diplomas and certificates for compulsory school or high school graduates. Continuing education for adults is also commonplace in established systems, but preuniversities studies are offered almost exclusively in two-year colleges in the United States and Canada. Structurally, the nonuniversity in the U.S., Great Britain, and other nations of the British Commonwealth comprise the third rung of three-tier systems of higher education, with traditional universities and state universities and liberal arts colleges making up the other two tiers. In most countries where nonuniversities are new or are now being planned, two tracks of higher education are favored: degree-granting universities, and colleges and universities specializing in technical and vocational education for postcompulsory graduates. In much of the world, nonuniversities are poorly supported. Private sponsorship is common in Central and South America and Pacific Rim countries, but government sponsorship is growing in Japan and Mexico. Public nonuniversities are developing throughout Europe and in several African nations, notably Kenya. The global nature of the world demands greater attention to international studies in courses required for advanced degrees in education. Double doctorates, single doctoral-level course requirements, and international components in regular courses are possible strategies for incorporating information on international higher education into graduate programs. Information on nonuniversities in Russia, Belaras, Germany, Hungary, Czech and Slovak Federal Republics, Slovenia, Japan, Taiwan, Australia, New Zealand, and Mexico is provided. Contains 19 references. (KP)

ED 375 932　　　　PS 022 558

Forman, George
Different Media, Different Languages.
PUB DATE- May 94
NOTE- 15p.; Paper presented at the Study Seminar on the Experience of the Municipal Infant-Toddler Centers and Preprimary Schools of Reggio Emilia (Reggio Emilia, Italy, May 30-June 10, 1994).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; *Art Education; Childhood Attitudes; *Class Activities; Construction (Process); Creative Activities; *Creative Expression; Creativity; Foreign Countries; Freehand Drawing; Preschool Education; Sculpture; *Young Children
IDENTIFIERS- Italy (Reggio Emilia); *Reggio Emilia Approach

This paper discusses the use of different media for art instruction and creative activities with preschoolers at the Reggio Emilia preschools in Italy. Drawing made with markers, paper constructions, clay sculpture, and wooden constructions are all used to deepen children's understanding of a particular theme or concept. Typically, a small group of children will work together in a team, each making a version of their idea in several media. Each medium has different "affordances," or capacities for representing a concept, that make some concepts more easily represented than others. Each medium also provokes a special orientation to the problem to be solved, with the medium itself orienting the child to certain classes of meaning. Experience has shown that children readily learn to make compromises with what a particular medium does not easily afford, and that sequences across media will affect children's success. Children should also be encouraged to revise earlier representations because of discoveries made with more recent representations. (MDM)

ED 375 952 PS 022 721

Monteiro, M. T. de Lima; And Others
The Child's View of the World: The Origin of Moon, Sun and Stars.
PUB DATE- Jul 93
NOTE- 7p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (12th, Recife, Brazil, July 19-23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Children; *Concept Formation; Cultural Influences; Developing Nations; *Developmental Stages; Elementary Education; Family Characteristics; Foreign Countries; Foreign Culture; Fundamental Concepts; Low Income; *Piagetian Theory
IDENTIFIERS- Animism; Artificialism; Brazil; Third World

A study evaluated the world view of children from a third world low-income family setting. A secondary aim of the study was to see if the developmental stages of world concept formation, first described by Piaget in 1929, were present in the children studied. Ten 5- to 12-year-old Brazilian children were interviewed concerning the origins of the moon, the sun, and the stars, using Jean Piaget's clinical method. The interviews were semi-structured and directed toward the origin and explanation of the birth of the heavenly bodies. According to Piaget, the child undergoes three stages of belief: (1) that the stars are made by man or by God; (2) that creation is a union of nature with artificial forces, and (3) that the origin of the sun, moon, and stars is natural. These views have as a starting point a feeling of participation on the part of the child, who typically uses animism and artificialism in explaining the process. Results indicated that across the subject group, children showed an integral artificialism originating from primitive participation, which gradually gave way to a mitigated artificialism, and ended with naturalistic explanations. The results were in accord with the sequence of stages and average ages put forth by Piaget. (ET)

ED 376 050 SE 055 022

Khan, Shirley Ali; And Others
Environmental Issues in Further and Higher Education. Conference Proceedings (Bristol, England, United Kingdom).
PUB DATE- 93

NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Chemistry; *Environmental Education; Foreign Countries; *Hazardous Materials; *Higher Education; *Wastes
IDENTIFIERS- Landscapes; United Kingdom

A conference was held to improve the environmental awareness o colleges in such areas as energy conservation, waste management, transportation policy, and use of grounds. This document contains the presentations of speakers who attended the conference. Chapter 1, "Greening Further and Higher Education" (Shirley Ali Khan), discusses the need for higher education institutions to aid in educating citizens of the impact that humans have on the environment. Action plans and recommendations for implementations are included. Chapter 2, "Minimizing Waste" (Jo Gordon), provides a brief discussion of the problem of waste and later focuses on actions that can be taken by colleges to aid in reducing waste. Chapter 3, "How to Save on Energy Costs and Consumption: The Middlesex University Experience" (Jim Jevons), describes how major savings in energy costs and consumption at Middlesex University were made. Chapter 4, "Environmental Management and Educational Institutions" (Rick Kelly), discusses the possible impacts on educational institutions of: (1) British Standard BS 7750: Environmental management systems; (2) Environmental standardization programs, which are being undertaken internationally; and (3) the European Community's eco-management and audit scheme. Chapter 5, "The Creative Use of Land Round Colleges: Sustainable Grounds Management" (Bill Lucas), provides insight on the development of landscapes for the school grounds. Chapter 6, "Environmental Transport Strategies for Educational Institutions" (Phil Haughton), presents transport strategies for aid in reducing the potential harm of transportation vehicles on the environment. Chapter 7, "The Environmental Challenge" (Sally Richardson), provides a discussion of a government report (Environmental Responsibility-An Agenda for Further and Higher Education). (ZWH)

ED 376 075 SE 055 339

Raines, Julianne
The Biosphere Project: An Interdisciplinary Approach to a
Survival City.
PUB DATE- Jul 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Biology; *Ecology; Environmental Education; High
Schools; Interdisciplinary Approach; Learning Activities;
Simulation; *Student Projects
IDENTIFIERS- *Biosphere

This report describes a classroom project that groups sophomore biology students into "companies" bidding for a "contract" to build a self-sufficient, enclosed city by producing a manual and model of their version of a biosphere. Students must develop technological support systems, social and economic parameters, and systems that meet physical and emotional needs for residents of the biosphere. The report provides a general description of the project and includes the parameters of the problem students must solve. Several goals of the project are described. Students use computer technology to produce the manuals, must learn to work in groups, and are introduced to the use of community resources. Four paragraphs of procedural information address the tasks of choosing groups, getting students together to work on the project, doing the project for the first time, and working with librarians. Resources instructors can make available to the class are suggested. (LZ)

ED 376 168   SP 035 608

Freiberg, Melissa R.; And Others

The Anatomy of a Mentoring Program for Beginning Urban Teachers.

PUB DATE- Oct 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13, 1994).
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; *Mentors; Principals; Program Evaluation; *Teacher Attitudes; *Teacher Improvement; Teaching Experience; Urban Schools
IDENTIFIERS- *Protege Mentor Relationship

This study outlines and evaluates an urban school district's mentoring program in which 18 veteran teachers are selected to serve as full-time mentors for up to 10 beginning teachers or 4 persons participating in an alternative certification program. Methods of data collection included surveys and focus group interviews with mentor teachers, beginning teachers, building principals, and 10 members of the Mentor Board (comprised of principals, central office personnel, teachers, union officials, and a mentor teacher representative). According to the data analysis, general agreement was reached on the following points: (1) the program demonstrated the district's commitment to supporting beginning teachers; (2) teachers and administrators were willing to allocate resources to fund the project; (3) beginning teachers, mentor teachers, and principals were able to make a direct connection between mentoring novices and better learning for students; (4) mentor teachers considered their clients to be the students as much as or even more than the beginning teachers; (5) the role of the mentor teacher was to provide feedback on teaching performance and class management, and to be a model to follow, a guide through mounds of paperwork, and assurance that all teachers have the same fears and problems. Respondents' comments and nine statistical tables are included. (LL)

Layzell, Daniel T.; And Others
Developing and Viewing Faculty as an Asset for Institutions and States. ASHE Annual Meeting Paper.
PUB DATE- 12 Nov 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *College Faculty; College Role; Community Colleges; Educational Objectives; Educational Responsibility; *Government School Relationship; Higher Education; *Human Capital; *Human Resources; Institutional Autonomy; Institutional Mission; Investment; Models; Productivity; Public Opinion; *Public Policy; School Responsibility; State Government; *Teacher Role
IDENTIFIERS- *ASHE Annual Meeting

This paper takes a look at the role and function of faculty in higher education from a public policy/public higher education perspective, focusing on the view of faculty not just as an institutional asset but also one for the public good. The paper examines major external challenges currently facing public higher education, faculty activities and productivity, public perceptions of the role of faculty, and faculty's perception of their role. Faculty are viewed as a long-term institutional investment to be developed, maintained, and effectively utilized. In viewing faculty as a state asset, the focus is on such outcomes of faculty activity as: college graduates who can get jobs and advance in given careers, an education comparable to the tuition charged, and solutions to state social and economic concerns. A model is proposed in which institutions are held accountable for achieving identified state objectives and, upon agreement of higher education's responsibilities for meeting state goals, state government leaders retreat and allow campus administrators and faculty to determine new assignments. Community colleges, which have developed close, sometimes symbiotic, relationships with their communities, may serve as a model for this new paradigm. An appendix outlines some caveats to defining and measuring faculty productivity. (Contains 15 references.) (JDD)

Program Descriptions; Program Evaluation; Program Improvement; State Legislation; *State Programs
IDENTIFIERS- *College Reach Out Program FL; *Florida

This report presents an evaluation of Florida's College Reach-Out Program (CROP) and data on the 1991-92 cohort of institutions and students which the program serves. CROP is a state-wide program designed to increase the number of students successfully completing postsecondary education by providing disadvantaged students in grades 6 through 12 with academic enrichment activities as well as career and personal counseling. The program served 4,799 students through locations at 25 postsecondary institutions, an increase of 20 percent over the number served in 1990-91. Project evaluations found that CROP students were absent fewer days, received academic promotions at a higher rate, and exhibited better college preparatory course-taking than a comparison group of non-participants, and that a significantly larger percentage of CROP graduates pursued postsecondary education than did recent high school graduates statewide. The report recommends, among other things, that the state legislature increase funding for CROP activities on an incentive basis and that local CROP offices increase program evaluation and outreach activities. Four appendixes provide a copy of the CROP legislative statute, a list of funded institutions and consortia, data tables, and guidelines for identifying economically and academically disadvantaged youth. (MDM)

institutions were established, and a publications list. (JB)

ED 375 761 HE 027 860

Bogue, E. Grady
Leadership by Design: Strengthening Integrity in Higher Education. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 94
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrative Principles; *Administrator Characteristics; *Administrator Effectiveness; Administrator Responsibility; Administrator Role; *Codes of Ethics; *College Administration; Curiosity; Excellence in Education; Higher Education; Human Dignity; *Integrity; *Leadership Qualities; Standards
IDENTIFIERS- Compassion; Courage; Honesty

This book outlines qualities of higher education institutional leadership and discusses how college administrators may bring about effective leadership based on honor, dignity, curiosity, candor, compassion, courage, excellence, and service. The chapters each describe and discuss one of the leadership ideals. Their titles are: "The Call of Honor," "The Dignity Test," "The Habit of Curiosity," "The Case for Candor," " The Touch of Compassion," "The Question of Courage," "The Expectation of Excellence," and "The Servant Exemplar." Each chapter tries to link the conceptual and the moral elements of leadership in a set of design ideals whose power and effectiveness can be demonstrated both philosophically and empirically. It is argued that leaders are designers who have a special freedom and responsibility to apply their ideals in the practice and tactics of leadership. Further, effective leadership is a conceptual, moral, and performing art form in which ideas and ideals are tested integrated, and utilized in the performance. The book is aimed to aid leaders who have contended with moral issues of difficult demarcation, who have agonized over the guidance of their own conscience and the judgment of an opposing majority, and who have struggled to know what it means to answer the call of honor. Includes an index. (Contains 164 references.) (JB)

(JLB)

ED 375 819 IR 016 876

Sondak, Eileen M.; Sondak, Norman E.
The Design and Development of Electronic Documents for International Business Communication.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Electronic Mail; Information Dissemination; Information Networks; Information Transfer; *International Communication
IDENTIFIERS- *Electronic Media; *Message Design

This paper identifies three basic criteria for good business communications on an international level--clarity, effectiveness, and good will--and presents a model for effective information transfer via electronic media. It argues that electronic mail (e-mail) messages do not meet these criteria even though more and more domestic and international business communication is being conducted exclusively through electronic data transmission. It also points out that there are fundamental differences in the way people examine and react to the same information, depending on whether it is presented on a computer monitor screen or in print media. The paper examines these differences and develops a general set of principles for document design, layout, organization, and structure, to maximize efficient interpersonal information transfer via electronic media. These principles are reduced to a checklist that can be applied to the design and development of electronic business communications. The paper concludes that while most business communicators are aware of the potential impact of the media on their messages, this fact seems to be ignored when they use e-mail and electronic note systems. The application of a few simple design principles and the use of straightforward checklist can have rich potential rewards in developing successful and efficient electronic business communications. (Contains 9 references.) (JLB)

ED 375 838 IR 055 217

Brennan, Patricia, Ed.; And Others
Transitions and Transformations. Proceedings of the Association of Research Libraries Meeting (123rd, Arlington, Virginia, October 20-22, 1993). Part II.
PUB DATE- 94
NOTE- 154p.; For Part I, see ED 372 771.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Change; *Computer Networks; Foreign Countries; Higher Education; Information Dissemination; *Information Technology; *Intellectual Property; Library Acquisition; *Library Collection Development; Productivity; Research Libraries; Resource Materials; Second Languages; *Technological Advancement; Trend Analysis
IDENTIFIERS- Association of American Universities; Association of Research Libraries; Canada; *Research Libraries Project; United States

This volume documents two program sessions that reported on the Association of American Universities' (AAU) Research Libraries Project. This project was initiated by the AAU in collaboration with ARL and with the support of the Andrew W. Mellon Foundation; interim reports from the AAU task forces were presented in October 1993 and have been published elsewhere. Program Session 4 consisted of a brief introduction by Duane E. Webster, Executive Director of the ARL, and a panel discussion on work in progress on the Research Libraries Project to examine the potential for improved productivity of research libraries through new technology. Work to date in the areas of networking, copyright and intellectual property, and foreign acquisitions is outlined. Session 5 contained the following presentations: (1) "Foreign Language Resources" (Paul Mosher); (2) "Intellectual Property in an Electronic Environment" (Joe A. Hewitt); (3) "Scientific and Technological Resources" (Susan K. Nutter); and (4) "Discussion" (John Black). Proceedings of the business meeting are summarized as well. Five appendixes present project reports and reports on various ARL activities, lists of member libraries, and a conference attendance list. (SLD)

ED 375 859 IR 055 265

Libraries and the National Information Infrastructure: Proceedings of the Forum on Library and Information Services Policy (2nd, Washington, D.C., May 16-17, 1994).

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Computer Networks; Financial Support; Futures (of Society); Government Role; *Information Networks; Library Research; *Library Role; *Library Services; National Programs
IDENTIFIERS- *Internet; National Commission Libraries Information Science; *National Information Infrastructure

The 1994 Forum on Library and Information Services was planned to provide an opportunity to explore the role of libraries in the evolving information and communications infrastructure. This report on the proceedings of the Forum begins with the agenda and a list of the participants. Two roles of the Department of Education relating to libraries and the Internet/National Information Infrastructure (NII) are then examined. The next three sections are structured around: (1) the federal perspective; (2) the state, local, and institutional perspective; and (3) measuring the value of information services. Each session is divided into four parts: panel presentations with a moderator; discussants who offer comments on the panel presentations and the topic; open group discussion; and a summation to identify issues and needed actions. The report concludes with a review and evaluation of the forum highlighting implications of development and changes in library and information services for data collection and analyses, and a luncheon presentation on implementing the Institute for Postsecondary Education, Libraries, and Lifelong Education. Four appendices present a draft of a statement on libraries and the NII for public comment; descriptions of the Louisiana Libraries Network Project and the Blacksburg (Virginia) Electronic Village; and a summary of a current study of the costs and beneficial impacts of library functions. (JLB)

Mission Statement Evaluation. Pima County Community College District Institutional Effectiveness Series: 2.

PUB DATE- 94
NOTE- 34p.; For numbers 1-6, see JC 940 632-637.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Planning; Community Colleges; *Community Involvement; Evaluation Methods; *Institutional Mission; *Mission Statements; Outcomes of Education; Program Evaluation; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Pima Community College AZ

Describing the process for evaluating the college mission at Pima Community College (PCC), in Arizona, this report provides information and supporting materials from the process, focusing on an evaluation begun in fall 1990. First, the PCC mission statement, adopted on October 10, 1990, is presented and the importance of maintaining a clear, complete mission statement is described. Next, the mission review process is detailed, indicating that PCC conducts a comprehensive review of the mission statement every 5 years and that the review is conducted by a committee of equal numbers of college and community representatives. A mission charrette held in 1990 is also described which involved almost 100 college and community members and resulted in a set of 23 mission success indicators embodying the chief goals of the updated mission and which express the central commitments of the mission statement as institutional goals. Next, exhibit A lists the participants of the fall 1990 mission charrette. Exhibit B provides a specifications table for the success indicators, grouped in the areas of creative and effective teaching, access and equitable opportunity, general education, occupational programs, transfer education, developmental education, corporate and community education, economic development, bilingual and multicultural issues, employees and work environment, and communicating with the public. For each indicator, specific measures, criteria for success, data sources, and dates when data will be collected are detailed. Finally, exhibit C presents outcomes as of spring 1993 for the indicators. (KP)

ED 375 991 RC 019 822

Baird, Bill; Swetman, Daniel

ENLIST-Micros Teacher Network for Rural Math & Science Teachers.

PUB DATE- 17 Oct 94
NOTE- 9p.; Paper presented at the Annual Meeting of the National Rural Education Association (86th, Tuscaloosa, AL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Computer Literacy; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Instructional Leadership; *Mathematics Teachers; Networks; Peer Teaching; *Science Teachers; Teacher Workshops
IDENTIFIERS- *Alabama; *Teacher Networks

ENLIST-Micros (ENcourage LIteracy in Science Teachers' uses of Microcomputers) develops state networks of science and mathematics teachers providing inservice education and support for the implementation of computers and technology in the classroom. In Alabama, the project operated from August 1990 through June 1994. Most inservice workshops were held at Auburn University. Participants included 50 urban, 22 suburban, and 31 rural teachers from schools in Montgomery and the Auburn area. The first 2 years of the project focused on training the teacher participants to use microcomputers and to share their knowledge with other teachers. In the third and fourth year, veteran teachers provided individual training and inservice workshops to other teachers. Teacher reactions were overwhelmingly positive and frequently focused on the collegiality and mutual support experienced in the project. After the first year, teachers took the responsibility for making programming choices and carrying out monthly seminars, indicating their capability of continuing the network beyond the project period. For rural teachers in particular, the project offered fellowship, shared problem solving, and relief from professional isolation. This report includes characteristics of participating teachers and sample journal entries by rural teachers in the first project year. (SV)

ED 376 028 SE 054 369

Rhinehart, William C.; Beazley, Lea J.

Testing the Waters. Duke Power State Park: An Environmental Education Learning Experience Designed for Grades 4-6.

PUB DATE- Nov 93
NOTE- 56p.; For other Environmental Education Learning Experiences, see SE 054 364-371.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Conservation (Environment); Ecology; *Environmental Education; Experiential Learning; Field Trips; Identification; Intermediate Grades; *Marine Biology; *Outdoor Activities; Outdoor Education; Water Pollution; *Water Quality; Water Resources
IDENTIFIERS- Dichotomous Keys; Environmental Issues; *Invertebrates; *North Carolina; State Parks; Watersheds

This learning packet, one in a group of eight, was developed by the Duke Power State Park in North Carolina for Grades 4-6 to learn to identify macroinvertebrates found in Lake Norman. Loose-leaf pages are presented in nine sections that contain: (1) introductions to the North Carolina State Park System, the Duke Power State Park, the park's activity packet, and Lake Norman; (2) a summary of the activities that includes major concepts and objectives covered; (3) a pre-visit activity to demonstrate the dichotomous key in identifying tree leaves; (4) an on-site activity to enable students to recognize indicators of water quality and aquatic habitats; (5) a post-visit activity to encourage students to examine conflicting land-use concerns in an effort to preserve a lake; (6) a list of 47 related vocabulary words; (7) necessary park and parental permission forms for the visit; and (8) blank pages for taking notes. Contains 25 references. (MDH)

ED 376 112 SO 024 485

Parrish-Major, Joan

Ancient Ghana: Pre-Colonial Trading Empire. A Unit of Study for Grades 5-8.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 92

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *African History; Foreign Countries; Grade 5; Grade 6; Grade 7; Grade 8; *History Instruction; Intermediate Grades; *International Trade; Junior High Schools; Middle Schools; Primary Sources; Social Studies

IDENTIFIERS- *Africa (Sub Sahara); *Ghana

This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. To explore the African past it is necessary to examine African civilization before colonization and to expose students to the richness that this past reflects. This unit provides students with a taste of the African past, as it explores the ancient kingdom of Ghana, a thriving center of trade in the Western Sudan, boasting advanced technology and a sophisticated social and political organization. The unit covers the first millennium A.D. and could follow the study of ancient civilizations or be integrated with a study on the early Middle Ages and/or the rise of Islam. It forms the foundation for the study of European imperialism in Africa by providing students with an understanding of the internal dynamics within an African kingdom before the intrusion of European imperialism and colonialism. It also informs students about the regional trade that later became a major European attraction. Consequently, there was a prolonged competition between traders of the various European nations to control the African trade leading to the colonization of Africa. The unit gives students an opportunity to appreciate the vast and diverse geographic conditions of Africa, to understand the dynamics of trade within Africa during the first millennium, and to appreciate the technological, organizational, and material advances of the ancient kingdom of Ghana. The unit can be used for exploring the lingering debate whether Sub-Saharan Africa experienced feudalism and monarchical rule as did Europe. Contains five references. (Author/DK)

ED 376 131 SP 035 521

Kenney, Jane L.; Roberts, Jane M. E.

Aligning Staff Development with Implementation Strategies.

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Demonstration Programs; *Educational Strategies; Elementary Secondary Education; *Faculty Development; *Instructional Improvement; Program Implementation; School Districts; *Teaching Models
IDENTIFIERS- *Maryland; Maryland State Department of Education

This report provides the results of a comprehensive 4-year study of a statewide instructional improvement effort in Maryland; presents the characteristics of successful staff development for each of four implementation strategies (active teaching, mastery learning, student team learning, and teaching variables); and identifies the relationships among key elements of planning, training, and classroom application. The staffs of eight local education agencies (LEAs) participated as they implemented instructional improvement. Each year, data collected through documents, observation of classroom teaching, local workshops, and questionnaires were analyzed to identify the most successful project(s) for each of the four implementation strategies and to determine the characteristics of staff development efforts that influenced project success. The bulk of the document consists of summaries of eight projects (two per implementation strategy) that were identified as successful in terms of instructional gain; scope and intensity of implementation; fidelity of implementation in reflecting the developers' intentions; cross-hierarchical harmony; fulfillment of contracted responsibilities; and indication of project institutionalization as state funding ceased. (LL)

ED 375 800 IR 016 839

Yukawa, Masako
The New York State Depository System Two Years after the
  Revision; An Interim Survey.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Depository Libraries; *Government Publications;
  Library Associations; Library Research; *State Libraries; State
  Surveys
IDENTIFIERS- *New York

The purpose of the study reported here was to determine the effectiveness of the revised New York State Depository System, which had been operating for more than two years when the survey was conducted. Data were gathered from the depository libraries about their organization, bibliographic control and staffing, and to determine whether or not they were satisfied with their current depository status (federal, county, local town/village, or other) and with the instruction provided in the "New York State Depository Manual." The survey instrument was a questionnaire sent to 302 libraries, including academic, public, law, and school libraries, with an overall response rate of 53%. The introduction to this report outlines the revision and the methodology. The data are presented in the following divisions: New York State Depository and Libraries; organization of the New York State Depository Collection; opinions on the New York State Depository Collection; effectiveness of instruction given to depositories; educational opportunities; satisfaction with the current Depository status; professional organization membership; and additional comments. General observations and recommendations based on the findings are then listed, followed by a concluding statement. The revision was found to be a success and was well accepted by the participating libraries. The survey instrument is appended. (JLB)

ED 375 895 JC 940 612

Nagy, Paul
Examining the Employment Mix of Full- and Part-Time Curriculum Faculty. Research Brief No. 1993-01.
PUB DATE- Aug 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Employment Patterns; *Full Time Faculty; Institutional Characteristics; Longitudinal Studies; *Part Time Faculty; State Surveys; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

In fall 1988, 45% of the curriculum faculty teaching in the North Carolina Community College System (NCCCS) were employed full-time, and 55% were employed part-time. By 1992, there had been a 14.8% increase in the number of curriculum faculty, but no change in the proportions of full- and part-time curriculum faculty. At 45%, the proportion of full-time curriculum faculty in North Carolina exceeds that of the nation, which has a full-time proportion of 40%. These figures do not consider the teaching loads of full- and part-time faculty, an important indicator of instruction on campus. A college may have a majority of part-time instructors and still have substantially more than a majority of instruction delivered by full-time faculty. In fall 1991, 79% of the NCCCS part-time faculty taught nine credit hours or less, while 89% of full-time faculty taught 10 credit hours or more. Both the state and national figures also cloak the broad variation found within a large community college system. In 1992, the proportion of full-time faculty in the individual colleges in the NCCCS ranged from 23% to 85%. Between 1988 and 1992, 28 of the 58 community colleges in the NCCCS had an increase in the proportions of full-time faculty, with half of the increases being 5 percentage points or less and half being 6 percentage points or more. (KP)

ED 375 973 PS 022 813

Hinitz, Blythe
Peace Education for Children: Research on Resources.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Child Development; Children; *Childrens Literature; Class Activities; Classroom Environment; *Conflict Resolution; Cooperation; *Early Childhood Education; Infants; Interpersonal Communication; Interpersonal Competence; Montessori Method; *Peace; Problem Solving; Prosocial Behavior; Reading Material Selection; Sharing Behavior; Toddlers
IDENTIFIERS- Montessori (Maria); *Peace Education

Peace education is and will continue to be a goal of early childhood educators around the world. A variety of definitions of peace and peace education can be found in the literature. A plethora of resources has become available during the past decade for those wishing to teach peace in educational settings for young children. The literature is replete with statements and examples regarding the necessity of peace education for the child's optimal social-emotional development. However, the literature dealing with peace education for infants and toddlers is severely limited. Three recent articles provide concrete examples of appropriate peace education practices for infants and toddlers. The classroom setting for 3- to 6-year-olds should offer space, materials, and opportunities for harmonious and interactive play. Planned program or curriculum activities can also enhance the peaceful classroom. Children's literature can be a powerful vehicle for strengthening communication skills and teaching peaceful conflict resolution. Therefore, books used with children should be screened and evaluated beforehand to determine the values they convey about peace and conflict. Some books can provide information that children can use to solve their own problems of dealing with anger. Writing books can also be a wonderful experience for primary level children. Some items in the peace literature are more appropriate for primary level and older children; many of the concepts in these books are at an adult level, and must be adapted to the children's cognitive and affective developmental levels. Others books are designed specifically for adults. For example, Maria Montessori's work, "Peace and Education," puts forth many concepts that still hold true today, including the observation that, to set about a sane, spiritual rebuilding of the human race, we must go back to the child. (A 150-item bibliography lists adult and children's resources on peace education.) (AS)

ED 376 076 SE 055 345

Berlin, Donna F., Ed.

A Network for Integrated Science and Mathematics Teaching and Learning Conference Plenary Papers. NSF/SSMA Wingspread Conference (Racine, Wisconsin, April 1991). School Science and Mathematics Association Topics for Teachers Series Number 7.

SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

PUB DATE- 94

NOTE- 79p.; For a summary of this paper, see ED 349 167.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Educational Change; Elementary Secondary Education; Higher Education; *Interdisciplinary Approach; *Mathematics Education; *Science Education; Technology Education

The integration of mathematics and science is not a new concept. However, during recent years it has been a major focus in education reform. A Wingspread conference promoted discussion regarding the integration of mathematics and science and explored ways to improve science and mathematics education in grades K-12. Papers from the conference included in this collection are: (1) "Integrating School Science and Mathematics: Fad or Folly?" (Lynn A. Steen), is organized around three basic issues: philosophy, coherence, and instruction; (2) "Mathematics and Science Education: Convergence or Divergence" (John A. Dossey), discusses three reasons why mathematics education has moved away from "direct ties" with science education in the last century; (3) "Breaking What Barriers between Science and Mathematics? Six Myths from a Technological Perspective" (Carl F. Berger), approaches the integration of science and mathematics education from a technological perspective; (4) "Video Environments for Connecting Mathematics, Science, and Other Disciplines" (John D. Bransford and The Cognition and Technology Group at Vanderbilt), argues that the integration of science and mathematics instruction is highly desirable not as an end in itself but as a means to achieve other goals; and (5) "Integrating Mathematics and Science" (Robert F. Tinker), reflects on the logic of integrating mathematics and science tempered by the reality of practice at all grade levels. One third of the document is composed of the appendices. Appendices include: author biographies; a list of the Wingspread Conference Program and participants; and a report from the conference entitled "A Network for Integrated Science and Mathematics Teaching and Learning" (Donna Berlin and Arthur White). (ZWH)

ED 376 095 SO 024 463

Frick, Carole Collier

The Scientific Revolution: A Unit of Study for Grades 7-10.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 7; Grade 8; Grade 9; Grade 10; *History Instruction; Intellectual History; Primary Sources; *Science History; *Scientific and Technical Information; *Scientific Methodology; Scientists; Secondary Education; *Secondary School Curriculum; Social Change
IDENTIFIERS- Bacon (Francis); Copernicus; Descartes (Rene); *Galileo; *Scientific Revolution

This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. The purpose of this unit is for the student to explore the advances in scientific knowledge made in Europe in the mid-sixteenth to mid-seventeenth centuries. These advances, beginning with Copernicus, radically changed man's basic notions of the very structure of the universe, in which he was no longer the center. The Copernican vision replaced the Ptolemaic notion of an earth-centered universe with a new solar system which had the sun at its center. As this idea gained ground, its supporters like Galileo developed a new method to prove its validity that rejected all unsubstantiated authority, and instead used careful observation and mathematical reasoning. This unit, based on primary sources, introduces students to the contributions of the key scientists of the Scientific Revolution and to their basic discoveries and inventions, using illustrations and short excerpts from their works. Lesson 1 compares the ancient earth-centered universe of Ptolemy with the new sun-centered solar system of Copernicus. Lesson 2 deals with the invention of the telescope, and how Galileo's telescopic observations not only verified the Copernican theory, but also had grave social consequences for the scientist. Lesson 3 focuses on the development of the scientific method by Francis Bacon and Rene Descartes. Lesson 4 expands the scientific domain from discoveries in astronomy and the social realm, to the world of the microscope. Contains 15 references. (Author/DK)

ED 376 150 SP 035 571

Andrews, Sharon Vincz; And Others
Alternative Learning Environments Equal Role Changes for Participants.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Agents; *Change Strategies; *Classroom Environment; Classroom Research; Curriculum Development; *Educational Change; Education Courses; Elementary Education; Elementary School Teachers; Faculty Development; Higher Education; Participative Decision Making; Reflective Teaching; *Role Conflict; Seminars; Teacher Education Programs; Teacher Educators; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Collaborative Inquiry; *Teacher Empowerment

This paper provides case studies in role change proceeding from description of a school-wide initiative to a teacher education methods class to individual students and their classroom teachers. All the case studies examine the changing roles of teachers, students, and professors within a climate of shared decision making, student/teacher collaboration, and collaborative classroom curriculum development. The paper suggests strategies which facilitate change and support teachers in new and more democratic roles in the classroom and in the school power hierarchy; addresses participants' concerns about role change in a school setting; explores conditions that provide support for role change in teaching and learning settings; and discusses the influence of teacher style. The propositions which emerged in the study and the implications for curriculum are summarized in the following statement: the qualities and conditions which democratic practice allow--development of voice, the creation of learning environments, the pursuit of inquiry, and engagement in reflexivity--are the major components of a framework for learning and therefore should be major components of curriculum in teacher education. Salient themes that emerged are noted: for role change to occur, a careful setting of the context is important, inquiry is expected and participated in by all members of the project, inquiry is collegial, those in power positions often engage in role abdication, and reflective identification of barriers to role change and strategies for overcoming the barriers are necessary. (LL)

ED 375 741 HE 027 836

Accountability in Florida's Postsecondary Education System. 1993-Report 2.

PUB DATE- Dec 93
NOTE- 49p.; Appendix B contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Community Colleges; Educational Change; *Evaluation Methods; Higher Education; *Institutional Evaluation; Institutional Mission; Program Improvement; *State Colleges; *State Legislation; *State Standards; State Universities; Universities
IDENTIFIERS- *Florida

This report presents a review and evaluation of the accountability plans in public postsecondary education as they relate to the mission and goals of postsecondary institutions. A review of current accountability activities found that existing legislation and institutional responses do not sufficiently embody the kinds of characteristics that would lead to improved management at the local level and provide for systematic, ongoing assessment. State accountability policy should be guided by the dual concerns of fostering institutional effectiveness and verifying that institutions are fulfilling their missions. The report outlines a comprehensive accountability process founded on these dual purposes and proposes recommendations to support such a process. Seven appendixes provide: (1) a list of summary points on accountability; (2) Florida statutes on state university accountability process; (3) relevant Florida statutes on community college accountability process; (4) Florida statutes on statement of purpose and mission; (5) Florida statutes on community colleges' mission; (6) the characteristics of an accountability plan; and (7) an accountability report, and a list of master plan priority areas. Contains 14 references. (MDM)

ED 375 781 HE 027 880

Winter, Cynthia

Planning a Successful Conference. Survival Skills for Scholars, Volume 13.

PUB DATE- 94

NOTE- 136p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administration; Budgeting; Check Lists; College Faculty; *Conferences; *Guidelines; Higher Education; Marketing; Meetings; *Planning; Site Selection

This book is designed to guide a university faculty member through each stage of conference planning. Each chapter in the book describes a step in the meeting planning process. The first chapter is devoted to learning about professional conferences and meetings from an attendee's perspective. Other chapters address: designing a meeting (who, what, when, where, why); selecting a site and planning a budget to determine how much to charge for registration; planning the program schedule; marketing the meeting; preparing for the meeting; setting up on-site logistics during the meeting; and organizing postmeeting activities. Generally, chapters follow a chronological order, although many steps will be concurrent, from early planning through execution of the meeting. A checklist is provided at the beginning of each chapter. Lists of questions to ask those who are providing meeting services are also presented. Appended materials include sample job descriptions, a sample speaker contract, a sample site prospectus, a room/time chart, a food and beverage function sheet, a sample staging guide with instructions for meeting facility staff, and a list of additional resources such as meeting planning periodicals and books. (JDD)

ED 375 782 HE 027 881

ED 375 878   JC 940 594

Kintzer, Frederick C.
Higher Education Approaches the 21st Century: New Perspectives on Nonuniversities.
PUB DATE- Aug 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Colleges; *Comparative Education; Foreign Countries; *Institutional Characteristics; Postsecondary Education; *Technical Institutes; *Trade and Industrial Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Nonuniversities; *Short Cycle Education

The nonuniversity represents one of the most important trends in postsecondary education worldwide. Whether part of two- or three-tiered educational systems, nonuniversities offer certificates and diplomas in semiprofessional, technical, and vocational fields, and increasingly provide continuing, lifelong education. Such short-term, short-cycle colleges and institutes are sponsored by many of the approximately 180 sovereign nations of the world. These institutions, including American and Canadian community colleges, the French instituts universitaires technologiques, the regional college system in Norway, Japan's junior colleges, and to a certain extent, the British further education colleges, are slowly gaining higher education status. Distance learning is a common characteristic of short-term, short-cycle nonuniversities. The structures and patterns of higher education around the world include the following: (1) in Belaras, a network of post-diploma courses involving commercial cooperatives emphasize specialist upgrading in programs lasting from 1 month to over a year; (2) in Ukraine, junior specialist courses are now part of multi-stage reforms; (3) Kazakhstan has a number of new institutions for upgrading technical skills, including teaching; (4) Bulgaria is developing three-year postsecondary schools; (5) Albania recently announced 10 Fulbright-Hays awards for 1994-95; (6) the extension of the nonuniversity concept is under heavy debate in central and eastern European countries, with major reforms appearing as national policy statements; (7) in Japan, formal higher education is provided at universities and junior/technical colleges, while nonformal adult education is provided at "grand schools" and specialized technical schools; and (8) after 30 years of a three-tier plan, higher education in Australia has been replaced by a duo track system of universities and technical and further education colleges. Other countries discussed in the paper include Russia, Slovenia, Germany, Hungary, Czech and Slovak Federal Republics, Taiwan, Korea, New Zealand, Great Britain, and Mexico. (KP)

ED 375 933 PS 022 562

Solomon, Daniel; Battistich, Victor
Students in Caring School and Classroom Communities.

SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Danforth Foundation, St. Louis, Mo.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.; San Francisco Foundation, Calif.; Spunk Fund, Inc.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- 23 Aug 93
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Environment; *Community; Educational Environment; Elementary Education; Elementary Schools; *Elementary School Students; National Surveys; *School Attitudes; Socioeconomic Status; Student Adjustment; *Student Attitudes; Student Behavior; *Student School Relationship; Teacher Attitudes; Teacher Student Relationship

This study examined the sense of community felt by students and teachers at 24 elementary schools in 6 school districts in different regions of the United States. The study is based on the assumption that students who feel part of a caring community will adopt the community's norms and values. On a 38-item questionnaire, students indicated the degree to which they considered their schools and classrooms to be caring communities. The study also assessed the poverty level of the students; classroom activities and practices (through observations); teacher attitudes and reports of classroom practices and of school climate; and student attitudes, motives and behavior. The study found that: (1) teacher perceptions and reports of community generally corroborated those of students; (2) both community and poverty level related to many of the student, teacher, and observational measures, with more positive results in high community and low poverty schools; and (3) many of the community effects held in schools at different poverty levels. (MDM)

ED 375 953 PS 022 727

McCoy-Thompson, Meri
The Healthy Start Initiative: A Community-Driven Approach to Infant Mortality Reduction--Vol. I. Consortia Development.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Consortia; Cooperative Programs; Health Programs; *Infant Mortality; *Infants; Integrated Services; *Mothers; Prenatal Care; Program Descriptions; Shared Resources and Services
IDENTIFIERS- *Healthy Start Program; Illinois (Chicago); Indiana; Louisiana (New Orleans); Maryland (Baltimore); *Maternal and Child Health Services; Maternal Health; South Carolina

The purpose of the Healthy Start Initiative, a national demonstration program, is to reduce infant mortality by 50 percent in 15 communities. At the heart of the initiative is the belief that the community, guided by a consortium of individuals and organizations from many sectors, can best design and implement the services needed by the women and children in that community. This report examines the challenges the Healthy Start projects have faced in developing consortia. Five consortia--Baltimore, Maryland; Chicago, Illinois; New Orleans, Louisiana; northwest Indiana; and Pee Dee, South Carolina--were chosen as a representative cross section. Information was gathered from as many participants as possible through site visits, consortia and committee meetings, and interviews with project directors, staff, consortium members and consumers. These five Healthy Start projects exemplify how five critical factors--climate, people, resources, processes, and policies--shape the development of collaboratives. Also noted are several common challenges that quickly emerged: determining the structure of management and governance, increasing consumer involvement, handling race and class issues, and boosting economic development. By examining the approaches used by the five projects to deal with these challenges, this report presents an understanding of how consortia can develop effective strategies. The report includes brief descriptions of the project sites and contains 13 references. (TJQ)

ED 376 009 RC 019 849

Hamilton, Lawrence C.; Seyfrit, Carole L.

Female Flight? Gender Balance and Outmigration by Native Alaskan Villagers.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 22 Jun 93

NOTE- 12p.; Paper presented at the International Congress on Circumpolar Health (9th, Reykjavik, Iceland, June 1993). Some figures may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Alaska Natives; *Aspiration; Educational Attitudes; Eskimos; Higher Education; High School Graduates; High Schools; *High School Students; *Rural to Urban Migration; *Sex Differences; *Student Attitudes; Young Adults

IDENTIFIERS- *Alaska

Surveys in Alaska's predominantly Native, Bristol Bay and Northwest Arctic regions examined attitudes toward education and migration among high school students, as well as outcomes among high school graduates. These surveys encompassed 430 high school students and 144 recent high school graduates in 15 predominantly Native villages. About 63 percent of students said they expected to leave their present region, with girls more likely than boys to expect permanent outmigration. Girls were also significantly more ambitious than boys with regard to higher education. Among the graduates surveyed, women were more likely than men to have attended university, to have a full-time job, and to be living outside their home region. Statewide 1990 Census data confirm a significant relation between percent female and community population, consistent with the hypothesis that "female flight" from Native villages is shifting the young adult gender balance. Bush villages tend to have more young Native men than women, whereas larger cities have more young Native women than men. Such imbalances must directly affect opportunities for marriage, family, and cultural continuity. They could also have wide-ranging indirect consequences, including exacerbation of village social and health problems associated with unmarried young men. (Author/SV)

ED 376 029 SE 054 370

Crutchfield, Fran
Tracks the Sand. Jockey's Ridge State Park: An Environmental Education Learning Experience Designed for Grades 4-6.
PUB DATE- Sep 93
NOTE- 55p.; For other Environmental Education Learning Experiences, see SE 054 364-371.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; Classification; *Conservation (Environment); *Environmental Education; Experiential Learning; Field Trips; Intermediate Grades; *Outdoor Activities; Outdoor Education; Zoology
IDENTIFIERS- *Biological Adaptations; *North Carolina; State Parks

This learning packet, one in a group of eight, was developed by the Jockey's Ridge State Park in North Carolina for Grades 4-6 to learn about animal adaptation and behavior in the dune environment. Loose-leaf pages are presented in 10 sections that contain: (1) introductions to the North Carolina State Park System, the Jockey Ridge State Park, the park's activity packet, and the taxonomy of living organisms; (2) a summary of the activities that includes major concepts and objectives covered; (3) a pre-visit activity to explain the terms "adaptation" and "camouflage"; and (4) an on-site activity to identify animal tracks and animal behavior; (5) a post-visit activity to describe six animals and two of their adaptations to the harsh dune environment; (6) a list of 30 related vocabulary words; (7) fact sheets for 10 animals in the dune environment; (8) necessary park and parental permission forms for the visit; and (9) blank pages for taking notes. Contains 16 references. (MDH)

ED 376 051 SE 055 106

Barber, Marsha; And Others
Oil and Gas Exploration. A Five-Week Earth Science Module for Grades 7-12.
PUB DATE- 92
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Educational Games; *Fossil Fuels; Instructional Materials; Learning Modules; *Oil; Science Activities; Science Curriculum; *Science Education; Secondary Education; Simulation
IDENTIFIERS- Denver Earth Science Project

Earth science education needs to be relevant to students in order to make them aware of the serious problems facing the planet. In an effort to insure that this need is meet, the Denver Earth Science Project has set as one of their goals the development of new earth science curriculum materials for teachers. This document provides a collection of activities developed and used by teachers to enhance the students' understanding of the earth sciences. The six units are entitled: (1) "Oil-What Is It Used For?"; (2) "Geography-Where Has Oil Been Found?"; (3) "Oil Generation"; (4) "What Is An Oil Field?"; (5) "Where Do You Look for Oil?"; and (6) "Gushers 'n Dusters (A Simulation Game)." (ZWH)

ED 376 169 SP 035 609

Bauch, Patricia A.; Goldring, Ellen B.

Teacher Work Context and Opportunities for Parent Involvement in High Schools of Choice: A View from the Inside.

PUB DATE- Oct 93

NOTE- 42p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Catholic Schools; *Context Effect; *Cultural Context; Educational Environment; High Schools; Magnet Schools; Minority Groups; *Parent Participation; *Parent School Relationship; *School Choice; *Socioeconomic Influences; Teaching Conditions; Urban Schools

Schools of choice are fast becoming part of the national debate on educational reform. This study, part of a larger study of schools and families, examined how the work context of teachers and opportunities for parent involvement differ under different choice arrangements, and investigated aspects of the sociobureaucratic context of teachers' work that have the greatest impact on opportunities for parent involvement and communication under different choice arrangements. The study focused on four sets of variables: parent choice arrangements, teacher work context, opportunities for parental involvement, and parent characteristics. Data were collected from 14 metropolitan high schools of choice--Catholic schools and single and multi-focused magnet public schools. To be included in the project, schools had to serve a large proportion of minority or low-income students. Data were collected through a teacher survey augmented by information provided by parents in a separate, parallel survey. Findings indicated that schools with a unified, focused mission, set in a context of caring, exerted a greater influence on parent involvement than either socioeconomic status, institutional instability, or bureaucratic functioning. Appendixes provide survey measures and scale construction. (Contains approximately 50 references.) (LL)

ED 375 723 HE 027 807

Pisani, Anoush M.
Involvement through Cooperative Learning: An Attempt To Increase Persistence in the Biological Sciences. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Biological Sciences; *Classroom Environment; College Freshmen; College Instruction; *Cooperative Learning; Economic Factors; Higher Education; Learning Experience; *Student Participation
IDENTIFIERS- *ASHE Annual Meeting; University of Illinois

The institutional goals of improving academic achievement and increasing persistence warrant consideration of the college classroom environment, with specific attention to the factors associated with actively involving students in the learning experience. This study sought to determine the effects of a cooperative learning environment on academic achievement and persistence by examining the precursory measure of student involvement. A survey was conducted of 68 freshmen from the 1992 entering class at the University of Illinois who declared a biology or biomedical major. Students exposed to the cooperative learning environment in the Undergraduate Honors Biology Workshop were compared to students exposed only to the traditional learning environment. The findings suggest that the cooperative learning environment positively influences student involvement. However, the positive influences are not carried into areas other than in the context of the cooperative learning environment. Persistence in college stemmed from the desire to obtain employment. Persistence in the major was related more towards economic gain than any particular interest in the discipline. An appendix presents internal consistency reliabilities for the Quality of Effort Scales of the College Student Experiences Questionnaire. (Contains 26 references.) (JDD)

ED 375 762 HE 027 861

Schroeder, Charles C.; Mable, Phyllis
Realizing the Educational Potential of Residence Halls. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 94
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Civics; College Housing; College Role; Colleges; College Students; Curriculum; *Dormitories; *Educational Environment; Educational Facilities; *Experiential Learning; Group Experience; Higher Education; Integrated Activities; *Living Learning Centers; *Residential Colleges
IDENTIFIERS- Diversity (Student)

This book addresses the need for integrating students' formal academic experiences with their informal out-of-class life in their residence halls. Organized in three parts, Part 1 focuses on the role of residence halls in educating students. Part 2 describes a variety of initiatives for promoting student learning in college residence halls. Part 3 describes ways of demonstrating the educational impact of college residence halls. Individual chapters are as follows: (1) "Residence Halls and the College Experience: Past and Present" (Charles C. Schroeder; Phyllis Mable); (2) "The Impact of Residential Life on Students" (Ernest T. Pascarella et al.); (3) "Creating a Context for Educational Success" (Richard Stimpson); (4) "Achieving Curricular Objectives Through Residence Halls" (John D. Welty); (5) "Guerrilla Education in Residential Life" (Arthur Levine); (6) "Creating Campus Climates That Foster Learning" (George D. Kuh); (7) "Connecting Residence Halls to the Curriculum" (Elizabeth J. Whitt; Elizabeth M. Nuss); (8) "Developing Learning Communities" (Charles C. Schroeder); (9) "Helping Students Understand and Appreciate Diversity" (Marvalene Hughes); (10) "Increasing Student Involvement through Civic Leadership Education" (Susan R. Komives); (11) "Integrating Living and Learning in Residential Colleges" (Terry B. Smith); (12) "New Perspectives for Assessing the Residential Experience" (David H. Kalsbeek); (13) "Realizing the Educational Potential of Residence Halls: A Mandate for Action" (Charles C. Schroeder; Phyllis Mable). Includes name and subject indexes. Individual chapters contain references. (JB)

ED 375 820 IR 016 877

Mendrinos, Roxanne
Building Information Literacy Using High Technology: A Guide for Schools and Libraries.
PUB DATE- 94
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Computer Networks; *Computer Uses in Education; *Databases; Elementary Secondary Education; Epistemology; *Information Literacy; Information Networks; Information Technology; Learning Resources Centers; Online Systems; *Optical Data Disks; School Libraries; Search Strategies; Telecommunications

IDENTIFIERS- Internet; Resource Based Learning

This guide to using the tools of online databases, telecommunications, and CD-ROM technology in the educational environment provides a practical introduction to the concepts and importance of information literacy and high technology resource-based learning. It also describes the drawbacks and advantages of these tools from an educator's viewpoint. The book provides procedures for going online and gives guidelines for using CD-ROM technology and networking. Chapter 1 focuses on developing information literacy within a resource-based learning environment using high-tech tools and their affinity with instructional theory and student achievement. Chapter 2 provides a background for online databases, utilities, and telecommunications networks. It covers getting started, advantages and disadvantages of online searching, database vendors, electronic mail, concerns in using telecommunications in the classroom, and the Internet. Chapters 3 and 4 examine CD-ROMs and education, including planning, local area networks, and CD-ROM networks. Case studies of schools using information technology are presented in Chapter 5, and Chapter 6 outlines a model for a research strategy using online technology. Finally, Chapter 7 contains sample lesson plans to serve as models to integrate curricula and high-tech tools to stimulate student motivation and achievement. A glossary and an index are included. (Contains 141 references.) (JLB)

ED 375 839 IR 055 230

McLellan, Hilary
Virtual Reality: A Syllabus for a Course on Virtual Reality and Education.

PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Course Content; *Course Descriptions; *Course Objectives; Course Organization; Educational Technology; Higher Education
IDENTIFIERS- *Virtual Reality

This document contains a slightly-revised syllabus for a Virtual Reality course taught in spring 1994. The syllabus begins with an introduction which contains information on the software used in the course and examples of schools that have introduced virtual reality technology in the curriculum. The remainder of the document is composed of the syllabus, which begins by pointing out that the course features an emphasis on educational applications of virtual reality, including: (1) data gathering and visualization; (2) project planning and design; (3) the design of interactive training systems; (4) virtual field trips; and (5) the design of experiential learning environments. A definition of virtual reality follows, and the objectives of the course are listed. The schedule of class meetings, readings, and assignments is then given. Finally, four textbooks and eight articles designated as reading for the course are listed, and a bibliography of 20 additional resources on virtual reality and education concludes the syllabus. This document also includes copies of a set of overhead transparencies used with a paper on virtual reality that was presented at the Economics University in Prague, Czechoslovakia. (JLB)

ED 375 860 IR 055 266

The Commission on Preservation & Access: Annual Report, July 1, 1993-June 30, 1994.

PUB DATE- 94
NOTE- 46p.; For 1993 Annual Report, see ED 365 316.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Advisory Committees; Annual Reports; Archives; Books; Electronic Equipment; Financial Support; *Information Technology; International Programs; Library Cooperation; Library Materials; Microfilm; Planning; *Preservation; Technological Advancement; Telecommunications
IDENTIFIERS- Brittle Books; Commission on Preservation and Access; National Endowment for the Humanities

The Commission on Preservation and Access was established in 1986 to foster, develop, and support collaboration among libraries and allied organizations in order to insure the preservation of the published and documentary record in all formats and provide enhanced access to scholarly information. This annual report describes the following activities: (1) organization of the Commission, support, and a list of the 1993-94 initiatives; (2) the International Program; (3) the Brittle Books Program operated in conjunction with the National Endowment for the Humanities (NEH) to preserve the intellectual content of crumbling books; (4) technology assessment; (5) scholarly advisory committees concerned with providing advice on specific fields of scholarship; (6) communication to promote the preservation and access agenda; and (7) institutional and education initiatives. A special report, "Preservation Science Research," is included. Lists of the Commission's publications, committees and task forces, Board of Directors, and staff are appended together with the organization's financial statements. (JLB)

ED 375 896 JC 940 613

Vanderheyden, Bob
Employment of Community College Completers. Research Brief No. 1994-01.
PUB DATE- Jan 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; Employment Patterns; *Employment Statistics; *Evaluation Criteria; *Outcomes of Education; *Salaries; State Surveys; Technical Education; Trend Analysis; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *North Carolina Community College System

On October 14, 1993, the North Carolina State Board of Community Colleges adopted a new mission and goals statement reemphasizing workforce preparedness and literacy. This renewed focus has made it more important that measures of successful workplace training be developed. Two measures of workforce outcomes are employment rates and median salary of program completers. Employment data for a cohort of 15,817 1990-91 program completers revealed that 92% of the students in the cohort were employed during the third quarter of 1991 and their median earnings, adjusted for inflation, were $3,830. One year later, 97% of the program completers were employed in the third quarter of 1992. These former students had median earnings of $4,279. Employment figures by program type indicate that technical graduates have consistently had the highest employment rate (97% in 1992), followed by vocational graduates (96%), general education graduates (96%), and college transfer graduates (95%). (KP)

ED 375 914 JC 940 634

Program and Service Review. Pima County Community College District Institutional Effectiveness Series: 3.

PUB DATE- 94
NOTE- 17p.; For numbers 1-6, see JC 940 632-637.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Evaluation; Curriculum Evaluation; *Evaluation Methods; Intellectual Disciplines; *Program Effectiveness; *Program Evaluation; Program Improvement; Program Termination; Teacher Participation; Two Year Colleges
IDENTIFIERS- Pima Community College AZ

Program and Service Review (PSR) at Pima Community College in Arizona is a mechanism to provide continuous comprehensive evaluation and improvement of instructional programs and those support functions that directly serve students. The PSR's original statement of philosophy stresses the use of qualitative and quantitative measures to identify how effectively the defined needs and objectives are met for the purpose of current and future institutional planning and budgeting. PSR is conducted at two levels. In Level I, each program or discipline responds annually to aggregate data of students, faculty, curriculum, and budget. In Level II, each program or discipline conducts a comprehensive review every 5 years, involving faculty in qualitative analysis for improvement. The most noteworthy achievements attributed to PSR since the pilot program in 1991 are: (1) instructional areas have acquired $570,000 in capital equipment; (2) computer science and office education programs were realigned, with advanced courses being limited to specified campuses; (3) facilities improvements included new biology labs, an expanded data entry lab, and increased space for computer instruction on campus; (4) six new faculty positions have resulted directly from program reviews; (5) significant curriculum changes included a new degree program, four new courses, and modifications in course content and certificate or degree requirements; and (6) nine degree designations have been recommended for cancellation. Reviews involve college personnel in activities that promote self-reflection, problem solving, and improvements. This involvement creates a greater awareness of staff members' roles in achieving institutional goals. PSR also affects the direction of planning and budgeting, tying them more closely to issues that affect student learning and development. (KP)

ED 375 992 RC 019 825

Lawrence, Barbara Kent

Wind Tunnels: Themes in Maine Literature and Their Relevance to Schooling.

PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Historical Materials (060),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Community Change; *Cultural Context; *Educational Attitudes; Elementary Secondary Education; Literary Criticism; Regional Attitudes; *Regional Characteristics; Rural Education; Rural Population; State History; Tourism; *Values; Work Ethic
IDENTIFIERS- *Maine; *Regional Literature

This paper examines themes in Maine history and literature related to the character of traditional Maine people, particularly coastal people, and their attitudes toward education. The historical survey touches upon early settlement, subsistence farming, frontiers in the woods and on the islands, influence of the sea and sailing, and influences of visitors and local residents who migrated between home and urban areas. Quotations from literary works illustrate the following themes in Yankee character: work ethic, thrift and miserliness, individualism and eccentricity, self-discipline and repression, love of the land and animals, and neighborliness and spite. As with so many other things, Mainers have held contrasting feelings about education. Education had practical value, and educated people were admired, but, on the other hand, education could interfere with a girl's chances of marrying or a boy's inclination to enter farming or sailing. From the 1880s to the present, rich outsiders have come to Maine as summer tourists, bought property, and employed the local people as servants. The Maine tradition of valuing people for their work conflicts with the dominant culture that values socioeconomic status. Working for summer people has eroded local people's confidence in their own worth and efficacy. The great increase in students, teachers, and administrators "from away" alienates traditional students, and they turn away from education that discounts their own culture. Families are reluctant to go into debt for higher education fearing that children will leave home. (SV)

ED 376 113   SO 024 486

Palumbo, Joe
Mansa Musa: African King of Gold. A Unit of Study for Grades 7-9.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *African History; Foreign Countries; Grade 7; Grade 8; Grade 9; *History Instruction; Junior High Schools; Primary Sources; Social Studies
IDENTIFIERS- Africa (Sub Sahara); *Mali; *Mansa Musa

This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. This unit challenges the idea that Africa was backward and unknown to the outside world before the arrival of the Europeans. It shows that strong leadership and well organized societies had existed in Africa long before European colonialism. Here, as in medieval Europe, kings' strength and respectability heavily depended on the material wealth they possessed. They shared this wealth among their most loyal followers, who in turn shared it among those they ruled or commanded. One of the greatest and most far reaching empires of the later middle ages was in West Africa. The kingdom of Mali stunned both the Muslim and the Christian worlds with its wealth, power, and influence. One of Mali's greatest leaders, the emperor Mansa Musa awakened the world to Mali's greatness in 1324 on his pilgrimage to Mecca when he spent and distributed so much gold that it deflated its price in Cairo for the next 12 years. Several Arab scholars were so impressed by this man that they followed him back to Mali to investigate further this amazing civilization. The writings of these scholars serve as the primary source documents for this unit. Through the examination, interpretation, and synthesis of these writings, students will be able to draw conclusions about the people and culture of Mali, the role of the emperor, and the nature of Mansa Musa himself. Contains seven references. (Author/DK)

ED 376 132 SP 035 522

Fernandez, Nadine; And Others
Commission Reports and the Current Status of Pennsylvania Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)
DESCRIPTORS- Beginning Teacher Induction; *Career Development; *Career Ladders; Elementary Secondary Education; Extended Teacher Education Programs; Faculty Development; *Governance; Higher Education; Preservice Teacher Education; State Licensing Boards; *Teacher Certification; Teacher Education Curriculum; Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- *Carnegie Commission Report; *Holmes Group Report; National Board for Professional Teaching Standards; Pennsylvania; Reform Efforts

This report, prepared for the Pennsylvania Professional Standards and Practices Commission, summarizes the major recommendations for reforming the field of teaching as proposed by the Holmes Group and the Carnegie Commission. The paper compares the recommendations with current practice in the areas of career development and governance. Stages of career development--recruitment, selection, preservice education, entry level, permanent level, and advanced level are outlined, and two major questions are addressed: (1) whether a masters degree should be a prerequisite for becoming a teacher; and (2) whether career ladders should exist for teachers. In the governance section, the roles of the state and of a proposed national certification board are examined with respect to: preservice training, licensure and certification, induction and ongoing training, and structuring the occupation of teaching. Two issues are suggested for Pennsylvania to debate: (1) whether a national board should be created and if so, how should authority be distributed between the state and the board with respect to certification; and (2) how the state can insure that all populations are served and how to increase the flexibility of regulations to allow for a more autonomous professional environment in the schools. Two charts highlighting the information presented are included. (LL)

ED 375 742 HE 027 837

Non-Credit Instructional Activities: July 1, 1993 through December 31, 1993, with Trend Information from 1983.
PUB DATE- Sep 94
NOTE- 521p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Higher Education; *Intellectual Disciplines; *Noncredit Courses; *School Statistics; *State Colleges; State Universities; Tables (Data)
IDENTIFIERS- New York; *State University of New York

This report summarizes the responses of the State University of New York (SUNY) constituent institutions to the biannual survey of non-credit instructional activities for the period: July 1 through December 31, 1993. It provides statistical data and tables that summarize overall registrations and non-credit instructional activities and reports trends in non-credit instructional activities and registrations from 1983 through 1993. The bulk of the report consists of a listing of each on-credit instructional activity by subject area, title, and campus. Each listing includes the course name, campus, number of sections, registrations, clientele, contact hours, activity type, and location. An appendix provides a map of the SUNY system and a chronology of dates of establishment of SUNY institutions. A list of other publications offered by the SUNY Central Staff Office of Institutional Research is included. (MDM)

Whicker, Marcia Lynn; Kronenfeld, Jennie Jacobs
Dealing with Ethical Dilemmas on Campus. Survival Skills for Scholars, Volume 14.
PUB DATE- 94
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cheating; College Instruction; Coping; *Ethics; Grievance Procedures; *Higher Education; Integrity; Legal Responsibility; Legislation; *Moral Issues; Politics of Education; *Problem Solving; Research Problems; Sexual Harassment

This book is about colleagues in colleges and universities who sometimes are unethical. It is about episodes that people in universities and colleges prefer not to talk about except in whispers, if at all--clashes over ethics and the dilemmas created by unethical colleagues in research and teaching. The book was written for those members of academia who are struggling with how to address the wrongdoing they wish they had not seen but now cannot easily ignore. Part 1 is titled "When Ethics, Politics, and the Law Collide" and contains two chapters: "Why You Should Care about Ethical Dilemmas" and "The Overlap of Ethics, University Politics, and the Law." Part 2, "What Are Ethical Violations?," contains four chapters: "Faking, Lying, and Taking Credit"; "Fudging Research and Related Scholarly Sins"; "Sexual Harassment: Lust, Confusion, and Abuse"; and "Dealing with Fuzzy Ethical Issues." The final part, "How To Stop Ethical Violations," includes "Choosing a Strategy for Coping with Unethical Colleagues" and "When Informal Strategies Do Not Work." "Living Happily and Ethically Ever After" concludes the book. (Contains 29 references and a list of 31 additional readings.) (JDD)

ED 375 801 IR 016 842

Marks, Gary H., Ed.
Mathematics/Science Education and Technology, 1994. Proceedings of the International Symposium on Mathematics/Science Education and Technology (San Diego, California, July 21-23, 1994).
PUB DATE- Aug 94
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Calculators; *Computer Assisted Instruction; Computer Networks; Educational Technology; Elementary Secondary Education; Higher Education; *Mathematics Instruction; Media Research; *Science Education; Spreadsheets; Staff Development; *Technological Advancement
IDENTIFIERS- Knowledge Networks

The primary purpose of the 1994 Mathematics/Science Education and Technology Symposium was to help foster the exchange of information related to the research, development, and applications of learning and teaching using information technology in mathematics and science educations. The theme "Emerging Issues and Trends" was identified to encourage papers written on the rapidly changing technology and how this technology can help improve mathematics and science education. This proceedings contains 47 full papers and 15 demonstrations and posters. The following topics are addressed in the papers: visualizing polygonal numbers; artificial intelligence and statistics and arithmetic; computer-assisted instruction; Microworld; technology in first-year algebra; Mathematica and linear algebra; knowledge networks and biology; knowledge base representation for physics; calculator use in mathematics; graphical software; interactive learning; technology and staff development; integrated spreadsheet templates and problem solving; video networks; computers and science; technology and metacognition; computer literacy; electronic resources as instructional aids; spreadsheets and science; problem solving and technology; gender and science; instructional design; computers and calculus; technology and future teachers; technology and restructuring mathematics and science; teacher training; and technology and physics. Most of the papers contain references. (JLB)

ED 376 077 SE 055 348

Kumar, David D.; And Others
Advanced Technologies as Educational Tools in Science: Concepts, Applications, and Issues. Monograph Series Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 12p.; Printed on colored stock. Reprinted with permission from "Scientific Visualization in Mathematics and Science Teaching."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Chemistry; Educational Research; *Hypermedia; Interactive Video; *Science Instruction; Secondary Education; Student Evaluation; Technology; Tutorial Programs

Systems incorporating two advanced technologies, hypermedia systems and intelligent tutors, are examined with respect to their potential impact on science education. The conceptual framework underlying these systems is discussed first. Applications of systems are then presented with examples of each in operation within the context of science education. The use of hypermedia within a problem solving environment in which students analyze case studies of real patients is discussed using as an example a system to teach orthopedics. The potential for applying hypermedia to the assessment of learning is described with students using software to balance chemistry equations (Hyperequations). Applications of level-3 interactive video presents counterintuitive events to stimulate students to seek explanations through problem-based learning. Finally the design of an intelligent tutoring system to teach problem solving skills important to transfusion medicine is described. Design issues related to each system are reviewed and specific questions raised regarding the effective use of such systems. In some cases, preliminary studies have been conducted related to these questions and some potential future directions are presented. As these technologies develop and as other technologies emerge, their use in education suggests greater flexibility in both instruction and assessment of learning. (Author)

ED 376 096 SO 024 464

Drake, James; Palumbo, Joseph
Three Worlds Meet: The Columbian Encounter and Its Legacy. A Unit of Study for Grades 5-9.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; *Culture Conflict; *Culture Contact; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; *History Instruction; Intermediate Grades; Junior High Schools; Middle Schools; Primary Sources; Social Studies; *World History
IDENTIFIERS- *Columbus (Christopher)

This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. Columbus's momentous arrival in 1492 in the Caribbean ended the mutual isolation of two regions of the globe. From this moment on, the future of the Americas has been inextricably linked to those of Europe, Asia, and Africa. The watershed encounter between Columbus and Native Americans signalled the beginning of an ever increasing global interdependence that has had monumental effects, both positive and negative, for world history. Only by studying the historical context in which Columbus sailed can one hope to arrive at an accurate and balanced understanding of this pivotal event. The lessons included in this unit present the Columbian encounter from a variety of perspectives. This unit begins by comparing and contrasting American and European cultures before 1492. It then examines the changes in European society leading to the wave of maritime exploration at the end of the fifteenth century, resulting in the famed contact between Europeans and Native Americans. Finally, it explores the dramatic changes wrought by the interaction between two previously isolated regions. Students should learn from this unit that the actions of historically prominent figures such as Columbus often reflect the general trends and values of their time. This knowledge, however, should not lead them to see history as a string of inevitable events; rather individual choices and contingency shape history. Contains 11 references. (Author/DK)

ED 376 151 SP 035 572

Moallem, Mahnaz; And Others
On the Social Construction of an Experienced Teacher.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Comparative Analysis; *Context Effect; Cultural Context; Elementary School Teachers; Intermediate Grades; Prior Learning; *Reflective Teaching; Role Perception; Secondary Education; Secondary School Teachers; *Social Environment; Social Influences; *Teacher Attitudes; Teacher Behavior; Teacher Role; *Teaching Experience
IDENTIFIERS- *Teacher Thinking

This study was designed to explore an experienced teacher's thinking and teaching within the social and cultural environment of the classroom. It investigated the thinking, planning, subsequent action and reflection processes and relationships in a real situation of learning. A naturalistic approach was used to investigate the socio-cultural context and events that occurred in the life of the classroom. The participant was a secondary school teacher who teaches language arts in grades 6-12 at a school in a southeastern city. Data were collected through participant observation, extended ethnographic interviews, pre- and post-observation interviews, document analysis, and stimulated recall. The data were analyzed in the constant comparative style. Results demonstrated that: (1) the teacher's teaching was more social than originally anticipated; (2) his experiences as a learner and as a teacher influenced the way he taught, and the way he thought about himself as a teacher; (3) pre-planning and interactive thinking were based on his interpretations and judgments of previous experiences; and (4) the social context of teaching was the basic source of reflective teaching. (Contains 37 references.) (Author/LL)

ED 375 934 PS 022 566

Mommy, Daddy--What's AIDS?
PUB DATE- Aug 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Child Health; Communicable Diseases; Disease Control; Elementary Secondary Education; Health Education; *Health Promotion; *Parent Child Relationship; Parent Education; Parent Materials; *Parent Role; Preschool Education
IDENTIFIERS- *Question Answering; Sexually Transmitted Diseases

This brochure is designed to help parents answer the questions that their children may ask them about Acquired Immune Deficiency Syndrome (AIDS) and the Human Immuno Deficiency Virus (HIV), the virus that causes AIDS. It provides basic information about AIDS and HIV, as well as sources for further information, such as the National AIDS Hotline. It recommends that parents: (1) answer questions when they are asked; (2) give appropriate, specific answers; (3) use specific and correct terminology; (4) initiate conversations about AIDS with children who may feel embarrassed about the topic; (5) continue to talk about AIDS as their children mature and develop; (6) refer questions that they cannot answer to health care professionals; and (7) observe their child's age and development level to guide their explanations. It provides specific advice for parents to use with children at various stages of their development, including preschool, kindergarten through grade 3, grades 4 through 6, grades 7 through 9, and grades 10 through 12. (MDM)

ED 375 974 PS 022 825

Focus on Infection Control in Child Care.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Child Caregivers; *Child Health; *Communicable Diseases; Day Care; *Disease Control; Health Conditions; Health Education; Health Promotion; Instructional Materials; Medical Services; Physical Health; Preventive Medicine; *Public Health; Schools; *Special Health Problems

The first in a series intended to provide child caregivers, parents, schools, health departments, and regulatory agencies with recent resources on child health and safety, this bibliography cites sources on the topic of controlling infections in child care settings. The list of annotated references contains background information and resource materials as well as journal articles on treatment, prevention, and transmission of infection, and other caregiver concerns. The 54 bibliographic citations are divided into two sections: journal articles (29) and other resources materials (25). Citation dates range from 1990 to 1994. The section on other resource materials gives contact information, type of publication, target audience, and detailed comments on the contents. Appendices, accompanying audio or video components, and other features are also noted. (ET)

ED 376 010 RC 019 853

Wilson, Alfred P.; Hedlund, Paul H.
The Concepts of Quality for Rural and Small School Decision Makers.
PUB DATE- Oct 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Rural and Small Schools Conference (16th, Manhattan, KS, October 24-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; *Educational Administration; Educational Improvement; Educational Innovation; *Educational Planning; *Educational Quality; Elementary Secondary Education; Participative Decision Making; Quality Circles; *Quality Control; Rural Schools; *Systems Approach; Teamwork; *Total Quality Management
IDENTIFIERS- Deming (W Edwards)

This report briefly introduces the ideas of six influential individuals in the field of quality control, and relates these concepts to current educational innovations. Quality is defined by Philip B. Crosby as the result of a culture of relationships within an organization. W. Edwards Deming espouses intrinsic motivation for all employees, consistency of purpose, and consistent quality improvement. Armand V. Feigenbaum proposes integrating quality development, maintenance, and improvement efforts of groups within an organization. Kaoru Ishikawa emphasizes full participatory management. Joseph M. Juran stresses the "project approach" wherein solution schedules are developed as problems are identified. Taiichi Ohno's contribution is to eliminate waste in the deployment of people by developing teams and team leaders. The point is made that systems do not operate in isolation from their host communities. Dr. Deming's PDSA (Plan Do Study Act) cycle is used as an example of a quality process. Seven basic quality control tools and seven management and planning tools are described that help people organize and analyze facts, opinions, and political realities as part of the decision-making process. Total Quality Management is used to examine recent educational initiatives: site-based decision making, effective schools, strategic planning, outcome-based education, and contract schools. The 1993 work "Toward Quality in Education the Leaders' Odyssey," developed by the National LEADership Network study group on restructuring schools, places Deming's 14 points under 8 headings and compares varied educational innovations and initiatives in that context. The total systems approach is urged as the tie used to interface innovations and initiatives that schools and school districts adopt. This paper contains 89 references. (RAH)

ED 376 052 SE 055 107

Baldwin, Roland L.; And Others
Ground Water Studies. Earth Science Module for Grades 7-9.
PUB DATE- 93
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Careers; *Earth Science; Employment Opportunities; Grade 7; Grade 8; Grade 9; *Groundwater; *Hydrology; Instructional Materials; Junior High Schools; Learning Modules; Science Activities; *Science Education; Waste Water; Water Resources; Water Treatment

Earth science education needs to be relevant to students in order to make them aware of the serious problems facing the planet. In an effort to insure that this need is meet, the Denver Earth Science Project has set as one of their goals the development of new earth science curriculum materials for teachers. This document provides a collection of activities developed and used by teachers to enhance the students' understanding of important aspects of ground water. The four units are entitled: (1) "Overview of the Hydrologic Cycle and Water Use"; (2) "Ground Water"; (3) Ground Water Contamination"; and (4) "Careers in Water Resource Management." (ZWH)

ED 376 170 SP 035 610

Grant, Theresa J.; And Others

Teachers' Beliefs and Their Responses to Reform-Minded Instruction in Elementary Mathematics.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 94

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Arithmetic; *Educational Change; Educational Innovation; *Elementary School Teachers; *Mathematics Instruction; *Observational Learning; Primary Education; *Teacher Attitudes; Teaching Methods; *Teaching Models

IDENTIFIERS- *Alternative Educational Plan; Implementation Analysis; Observer Effect; Reform Efforts

This study investigated the effect on teachers of observing or implementing an alternative form of instruction in a primary-grade arithmetic class. Under consideration were the relationships between the beliefs teachers held about mathematics and about teaching mathematics, and their recognition and internalization of the principles of the alternative instruction. Responses to interviews with those teachers who implemented the instruction were then compared with those who observed the lesson, to provide insight into how the intensity of involvement influenced perception. Several patterns emerged and included: (1) differences between teachers in their analysis of the salient features of the instruction; (2) differences between teachers in their beliefs about mathematics and how to teach it; and (3) the relationship between where teachers stood in their analysis of the instruction, their beliefs about what is important in mathematics, and how these things should be taught. To elaborate on the patterns and to support interpretations, each pattern is described briefly and details from teachers' reflections are provided. An outline of the interview questions is appended. (LL)

ED 375 861 IR 055 268

McCook, Kathleen de la Pena; Geist, Paula
Toward a Just and Productive Society: An Analysis of the Recommendations of the White House Conference on Library and Information Services.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Economic Development; Futures (of Society); Information Policy; *Information Services; *Library Services; Lifelong Learning; *Public Policy
IDENTIFIERS- Information Infrastructure; National Commission Libraries Information Science; White House Conference Library Info Services

This paper assesses the recommendations made during the 1991 White House Conference on Library and Information Services (WHCLIS) from a public policy view, and identifies their meaning for the public's uses and needs for library and information services. Recommendations from the WHCLIS conference which fit best with national goals were found to focus on four policy areas: (1) lifelong learning; (2) industrial policy; (3) economic stimulus: rural and urban development; and (4) information infrastructure. Each of these four policy areas is identified and discussed in terms of library and information services. WHCLIS recommendations that are relevant to meet goals for these policy areas are identified by number (keyed to the appendix). Following the analyses of the policy areas, possible implementations of the recommendations are discussed, and an analysis of policy recommendations is appended. Each WHCLIS recommendation is numbered and identified with the area it is relevant to; some contribute to more than one goal. (JLB)

ED 375 897 JC 940 614

Vanderheyden, Bob
Salaries of Administrators in the North Carolina Community College System. Research Brief No. 1994-04.
PUB DATE- Feb 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Presidents; Community Colleges; Comparative Analysis; National Norms; *Salaries; State Surveys; Two Year Colleges
IDENTIFIERS- *Administrator Salaries; *North Carolina Community College System

In 1993, the College and University Personnel Association (CUPA) published the results of their "1992-93 Administrative Compensation Survey," which contains salary figures for 136 administrative positions. A match of CUPA titles with those used by the North Carolina Community College System (NCCCS) revealed that 26 of the positions on the CUPA list can be found at institutions within the NCCCS. None of the NCCCS positions reported have more than 40% of salaries that fall above the 60th percentile of the national sample, leading to the conclusion that none of the NCCCS positions are overcompensated. On the other hand, only two positions do not meet criteria for undercompensation: Chief Executive Officer (President) and Chief Business Officer. Additionally, 16 out of 26 positions have more than 75% of the salaries falling below the 40th percentile. The efforts of the North Carolina State Board of Community Colleges in raising presidents' salaries to be on par with the nation are validated by these results, but salaries for other administrative positions are significantly below the national average. (KP)

ED 375 954 PS 022 735

Hearing on H.R. 3130: Improving America's School Act of 1993. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session. (September 23, 1993).

PUB DATE- 94

NOTE- 55p.; Serial No. 103-73.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Standards; Accountability; *Educational Attitudes; *Educational Improvement; *Elementary Secondary Education; *Federal Aid; *Federal Legislation; Hearings; Parent School Relationship; Partnerships in Education; Public Policy; School Community Relationship

IDENTIFIERS- Congress 103rd; Elementary Secondary Education Act; Reauthorization Legislation

These hearing transcripts present testimony concerning the proposed Improving America's School (IAS) Act of 1993, which embodies the Clinton Administration's program for transforming the Elementary and Secondary Education Act of 1965. Testimony was heard from U.S. Secretary of Education, Richard W. Riley, accompanied by Marshall Smith, Under Secretary of Education, and Tom Payzant, Assistant Secretary for Elementary and Secondary Education. Secretary Riley outlined the major points of the IAS Act, emphasizing the need for a holistic approach to education that focuses on the student, family, school, and school system, and not simply on specific deficiencies. The Act emphasizes: (1) high standards for all children; (2) a focus on teaching and learning; (3) targeting resources to where needs are greatest; (4) flexibility coupled with greater accountability; and (5) linking schools, parents, and communities. Prepared statements and additional materials were presented by Secretary Riley; Representatives Eliot L. Engel, Gene Green, and Thomas C. Sawyer; and Mary Ann Smith, the coordinator of the National Writing Project. (MDM)

ED 376 030 SE 054 371

Sarver, Deidri
Twin Peaks Monadnocks. Crowders Mountain State Park: An Environmental Education Learning Experience Designed for Grades 5-7.
PUB DATE- Sep 93
NOTE- 51p.; For other Environmental Education Learning Experiences, see SE 054 364-370.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classification; *Environmental Education; Experiential Learning; Field Trips; *Geology; Intermediate Grades; Junior High Schools; Middle Schools; Mineralogy; Minerals; *Outdoor Activities; Outdoor Education; *Petrology; Teaching Guides
IDENTIFIERS- *North Carolina; *Rocks; State Parks

This learning packet, one in a group of eight, was developed by the Crowders Mountain State Park in North Carolina for Grades 5-7 to introduce students to the geology of the Kings Mountain range in the park. Loose-leaf pages are presented in nine sections that contain: (1) introductions to the North Carolina State Park System, the Crowders Mountain State Park, the park's activity packet, and the geological history of Crowders Mountain; (2) a summary of the activities that includes major concepts and objectives covered; (3) a pre-visit activity to introduce the sedimentary, metamorphic, and igneous rock classifications and explain the rock cycle; (4) an on-site activity to enable students to identify two rocks and four minerals; (5) a post-visit activity to enable students to understand how daily materials come from the earth's resources; (6) a list of 66 related vocabulary words; (7) necessary park and parental permission forms for the visit; and (8) blank pages for taking notes. Contains 26 references. (MDH)

ED 375 724 HE 027 808

Anderson, Caitlin
"How Can My Faith Be So Different?": The Emergence of Religious Identity in College Women. ASHE Annual Meeting Paper.
PUB DATE- 11 Nov 94
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Christianity; College Seniors; Educational Research; *Females; *Feminism; Higher Education; Identification (Psychology); Interviews; Personal Narratives; *Religion; Research Methodology; *Student Development
IDENTIFIERS- *ASHE Annual Meeting

This study explored the spiritual development of college women, to gain an understanding of what religion, spirituality, and faith mean to them. Interviews with three college women explored issues critical in their religious lives, revealing the emergence of their faith and religious identities. The three were entering their fourth year at a large, public research university and belonged to an intergenerational group exploring issues of Christianity and feminism. The women tell stories of how they have come to integrate the dominant, external perception of Christianity with their own internal, personal understanding of Christianity. Each of the women talked about the need for information, for arguments in support of their new ideas, and for ways to discuss ideas such as feminism and social justice within Christianity. Each of the women was working to integrate faith into every aspect of their lives. Findings suggest that the women were struggling to integrate the public understanding of faith and Christianity with their internal beliefs about what it means to be a feminist Christian. The use of narrative is presented as a valuable research methodology in higher education research and more specifically as an appropriate method for studying a topic such as faith development. (Contains 52 references.) (JDD)

ED 375 743 HE 027 838

Sharnoff, Elena
Neither Fish nor Fowl: Graduate Students, Unionization, and the Academy.
PUB DATE- Dec 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Assistantships; Collegiality; *Conflict; Employer Employee Relationship; *Graduate Students; Higher Education; *Labor Relations; Research Assistants; Student Employment; Teacher Attitudes; Teacher Student Relationship; *Teaching Assistants; *Unions
IDENTIFIERS- Faculty Attitudes; University of Massachusetts Amherst

This paper examines the 1991 graduate assistant strike at the University of Massachusetts at Amherst, the underlying reasons for the strike, and the role of graduate assistants at American universities. It argues that low pay, lack of fringe benefits, poor working conditions, and uncompromising administration attitudes forced graduate assistants to seek to redress their grievances through unionization and, ultimately, a work stoppage. It asserts that the university administration took an extremely adversarial position vis a vis graduate employee unionization, opposing unionization on various fronts. Although many graduate students believed that the faculty would support their cause, professors by and large supported administration policies in regard to unionization and the strike. The paper argues that the issue of graduate assistant unionization exposed rather than created some basic tensions related to graduate study including the following: (1) graduate assistants do not enjoy the rights and protections of other university employees; (2) graduate assistant employment is limited in duration and tenuous in nature; (3) graduate student institutions are not structured to encourage graduate student-faculty collegiality; and (4) the nature of graduate study encourages a spirit of rivalry among graduate students and professors. (MDM)

ED 375 763 HE 027 862

Gordon, Virginia N., Comp.
Academic Advising: An Annotated Bibliography. Bibliographies and Indexes in Education, Number 14.
PUB DATE- 94
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Advising; Adult Students; American Indians; Annotated Bibliographies; Athletes; Black Students; Career Guidance; College Students; Commuting Students; Delivery Systems; Disabilities; *Faculty Advisers; Foreign Student Advisers; Foreign Students; Graduate Students; Guidance; *Higher Education; Hispanic Americans; Legal Problems; Minority Groups; Resident Advisers; *Student Development; Transfer Students
IDENTIFIERS- Advisers; Advisor Role; Diversity (Student)

This bibliography on academic advising presents 351 annotated citations grouped in 10 areas. Though some older, classic articles and books are mentioned, most of the citations are from the 1980s and 1990s. Topical areas were chosen so that users could examine the literature based on their interest and need. Citations from areas related to advising are also included. Each section's citations are listed alphabetically by author. Chapter 1 covers organizational and delivery systems (general approaches, faculty advising, departmental advising, computer-assisted advising, peer advising, and residence hall advising). Chapter 2 treats developmental advising. Chapter 3 addresses special populations (adult students, student athletes, commuter students, disabled students, graduate and professional students, high-ability students, transfer students, and undecided students and major changers). Chapter 4 is on culturally diverse students (African American, Asian American, Hispanic American, Native American, and international students). Subsequent chapters cover adviser training, career advising, retention, legal issues in advising, advising as a profession, evaluation and assessment, and academic advising books. Includes author and subject indexes. (JB)

ED 375 821 IR 016 879

Protheroe, Nancy; Wilson, Elizabeth
The Internet Handbook for School Users.
SPONS. AGENCY- American Association of School Administrators, Arlington, Va.; American Association of School Personnel Administrators, Sacramento, CA.; Association of School Business Officials, Chicago, Ill.; Council of Chief State School Officers, Washington, D.C.; National Association of Elementary School Principals, Alexandria, VA.; National Association of Secondary School Principals, Reston, Va.; National School Public Relations Association, Washington, D.C.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Access to Information; Administrators; Computer Networks; *Educational Resources; Electronic Mail; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Guidelines; *Information Networks; Secondary School Students; Secondary School Teachers
IDENTIFIERS- Educational Research Service; *Internet; *Navigation (Information Systems)

This handbook is designed to meet the practical needs of three specific groups of K-12 educators and students: (1) those who are examining for the first time the possibilities of either their own use or their school's use of Internet services and resources; (2) those who are just beginning to use the Internet to explore different resources, and need help in becoming familiar with its many new concepts and procedures; and (3) those who are already experienced in using some Internet services and resources but who need a handy reference to specific Internet procedures, terms, and locations of special interest to K-12 educators and students. Because the Internet is a rapidly changing environment, this document includes only the most stable of network services of use to this group.

Section I contains answers to questions most frequently asked by school Internet users in the following areas: the Internet in an educational setting; school support for an Internet connection; implementation and technical options; security and ethics; and educational collaboration, projects, and resources. Section II examines Internet search tools, which are organized into communication tools, tools for accessing online information, and other search tools. Section III presents a guide to K-12 Internet resources, including newsgroups, mailing lists, collaborative projects, interesting sites, and examples of educational projects using the Internet. A list of suggested readings, a glossary of terms, an index, and a quick reference sheet for Internet commands are also provided. (JLB)

ED 375 840 IR 055 231

Door to the World: Iowa Libraries and the Electronic Information Highway.
PUB DATE- Mar 94
NOTE- 16p.; Includes excerpts taken from a publication produced by a consortia of Utah library organizations.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Elementary Secondary Education; Futures (of Society); Higher Education; *Information Networks; *Library Networks; *Library Role; *Library Services; Public Libraries; School Libraries; Special Libraries; State Libraries; Technological Advancement
IDENTIFIERS- Information Age; *Information Infrastructure; *Information Superhighway; Iowa

This document examines the roles, issues, and needs of Iowa libraries in the age of the electronic information highway based on the responses of library practitioners to a request from the State Library of Iowa to briefly address these concerns. The report begins with brief discussions of traditional library services; electronic library services; new functions of libraries in the age of information networks; and issues involved in this technological advancement. Next, the impact of the new electronic revolution on academic, public, school, and special libraries is examined. For each type of library, the following information is presented: a definition of the library type; the status of the library in Iowa; issues and challenges for these libraries; and the impact of technology on the library. The report concludes with four objectives of Iowa's connected libraries: (1) to open the electronic door connecting customers to the information highway; (2) to create and maintain electronic resources as well as access to remote resources; (3) to teach customers how to access and use the ever-changing array of available resources; and (4) to continue to meet the growing demand for traditional library services. (JLB)

ED 375 879 JC 940 595

1992 Employer Assessments of Recent Pima Community College Graduates.

PUB DATE- Dec 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; *Education Work Relationship; *Employer Attitudes; Followup Studies; General Education; *Job Performance; *Job Skills; Knowledge Level; *Outcomes of Education; *School Effectiveness; Two Year Colleges; Vocational Followup
IDENTIFIERS- Pima Community College AZ

In 1992, a survey was conducted of employers of former students at Pima Community College (PCC), in Arizona, to assess graduates' on-the-job performance and provide data for program review. Questionnaires were mailed to 125 supervisors of 1991-92 PCC graduates who had given permission for their supervisors to be contacted, asking the employers to rate their employees as good, very good, or excellent in the areas of reading comprehension, mathematical computation, written and oral communication, critical thinking, decision-making, computer skills, local and world history, people skills, work independence, punctuality, timely task completion, work quality, bilingual skills, teamwork, and overall performance. Study findings, based on responses from 91 employers, included the following: (1) 26% of the respondents were supervisors of graduates from registered nursing, 16% from business administration, 14% from practical nursing, and 10% from the nursing assistant program; (2) 93% of the graduates were employed in jobs that were either directly related or somewhat related to their training at PCC; (3) overall, both general education-related knowledge and abilities and work-related abilities were rated as very good, while work knowledge skills were rated somewhat higher than general education skills; and (4) respondents who supervised nursing graduates recommended that PCC provide more training in specific skills areas and more hand-on training, such as practicums and clinical internships. Tables and recommendations are included. (KP)

ED 375 915 JC 940 635

Board and Employee Evaluation. Pima County Community College District Institutional Effectiveness Series: 4.
PUB DATE- 94
NOTE- 34p.; For numbers 1-6, see JC 940 632-637.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Evaluation; Community Colleges; Evaluation Criteria; *Faculty Evaluation; *Formative Evaluation; *Personnel Evaluation; Teacher Evaluation; Two Year Colleges
IDENTIFIERS- Pima Community College AZ

This document from Pima Community College in Arizona provides an overview of the processes used to evaluate the college's board of governors, chancellor, administrators, faculty, and classified staff. Efforts to streamline and strengthen the processes for faculty and administrator evaluation are also highlighted. Sections focusing on each personnel group indicate that: (1) board members are evaluated every 5 years using a survey mailed to all board members and administrators and to random samplings of faculty, staff, and students; (2) the chancellor is required to submit annual goals and to report progress and results twice each academic year; (3) the administrator evaluation system contains an annual review of progress toward goals and a cumulative and comprehensive review of leadership performance and goals; (4) faculty receiving satisfactory ratings in spring 1992-93 and 1993-94 are evaluated every 3 years, instead of annually; evaluations are conducted in two classes selected from a faculty member's regular teaching load; and (5) the college conducts a formal evaluation of regular, full-time classified staff employees annually. Exhibits provide the 1993 Board of Governors Assessment Questionnaire; lists of "President's Goals of 1990," "Chancellor's Goals for 1991-92," "Chancellor's Goals for 1992-93," and "Chancellor's Goals for 1993-94"; forms for "Goal Planning for Administrators" and "Annual Professional Development Review for Administrators"; a chart showing administrative goals and evaluation due dates; an administrator evaluation form; a student evaluation of instruction form; a cumulative faculty evaluation form; instruction for performance appraisals for employees; an "Employee Self-Appraisal Worksheet"; an employee "Performance Planning and Evaluation" form; and a "Supplemental Factors for Exempt Personnel Who Supervise Others" form. (KP)

ED 375 993 RC 019 826

Cajete, Gregory
Look to the Mountain: An Ecology of Indigenous Education. First Edition.
PUB DATE- 94
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indian Education; Art; Community Influence; *Cultural Context; *Educational Philosophy; Educational Principles; Elementary Secondary Education; Environmental Education; Ethnology; *Foundations of Education; *Holistic Approach; Mythology; Nonformal Education
IDENTIFIERS- *Culture Based Education; Environmental Ethic; *Indigenous Knowledge Systems; Spirituality

This book explores the nature of indigenous education, outlining key elements of American Indian perspectives on learning and teaching. It advocates developing a contemporary, culturally based, educational process founded upon traditional tribal values, orientations, and principles, while simultaneously using the most appropriate concepts, technologies, and content of modern education. Environmental relationship, myth, visionary traditions, traditional arts, tribal community, and nature-centered spirituality have traditionally formed the foundations of American Indian life for discovering one's true face (character, potential, identity), one's heart (soul, creative self, true passion), and one's foundation (true work, vocation), all of which lead to the expression of a complete life. Indigenous education is a process of education grounded in the basics of human nature. It can provide new ways of educating for ecological thinking and environmental sustainability, and has the potential, not only for the transformation of what is misnamed "Indian education," but also for profound applications toward transforming modern American education. Chapters explore the spiritual, environmental, mythic, visionary, artistic, affective, and communal foundations of indigenous education. A final chapter discusses ethnoscience, and relates seven core courses for an indigenous science curriculum to the seven cardinal directions honored by all indigenous peoples. An appendix lists 24 principles applicable to the holistic presentation of any content to any age level. Contains 119 references. (SV)

ED 376 053 SE 055 110

Smith, Michael W.
Jomeokee Geology. Pilot Mountain State Park: An Environmental Education Learning Experience Designed for Grades 9-12.
PUB DATE- Aug 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conservation (Environment); Earth Science; Environmental Education; Experiential Learning; *Geology; Geophysics; High Schools; Learning Activities; *Minerals; *Outdoor Education
IDENTIFIERS- *Environmental Awareness; Erosion; Geologic Time; Pilot Mountain State Park NC; *Rocks

This activity packet provides educators with a series of hands-on classroom and outdoor education activities for grades 9-12 that focus on geology using the Pilot Mountain State Park. The packet was designed to meet established curriculum objectives of the North Carolina Department of Public Instruction's Standard Course of Study. Three types of activities are included: (1) pre-visit classroom activities provide background and vocabulary development; (2) on-site activities conducted at the park; and (3) post-visit classroom activities to reinforce concepts, skills, and vocabulary. This learning experience exposes students to the major concepts of classes of rocks, physical properties of rocks and minerals, formation of rocks and minerals, weathering and erosion, geologic processes, rock and mineral identification, rock cycles, and geologic time. The packet contains an introduction to the geologic history of Pilot Mountain; an activity summary; pre-visit, on-site, and post-visit activity objectives and instructions; a glossary; a list of 14 references; a scheduling worksheet and program evaluation form; and instructions on conducting a daily meal production plan. (LZ)

ED 376 114 SO 024 487

Cheoros, Peter; And Others
The Golden Age of Greece: Imperial Democracy 500-400 B.C. A Unit
of Study for Grades 6-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH),
Washington, D.C.
PUB DATE- 91
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Democracy; Foreign Countries;
Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Grade 11; Grade
12; High Schools; *History Instruction; Intermediate Grades;
Junior High Schools; Middle Schools; Primary Sources; Secondary
Education; Social Studies
IDENTIFIERS- *Greece (Ancient); *Greek Culture

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. This unit explores Greece's most glorious century, the high point of Athenian culture. Rarely has so much genius been concentrated in one small region over such a short period of time. Students discover in studying Greece's Classical Age many aspects of their own heritage. Present day ideas of government, philosophy, literature, science, and aesthetics can be linked

directly back to Ancient Greece. Without an awareness of this remarkable heritage and an appreciation for the creativity of the period, along with an appreciation of other ancient civilizations, students cannot begin to understand enduring values and the creative power of humankind. While studying the unit students also become aware of the conflicts in human values that are an enduring and unavoidable part of human society. In this unit students will explore various aspects of the remarkable culture of imperial Athens. They study the origin of Athenian naval power during the Persian Wars, learn how Athenians passed laws, contemplate the brilliance of Athenian imperial culture as reflected in the Parthenon, examine its decline in the Peloponnesian War, and consider the nature of Athenian citizenship and its problems as illustrated by the institution of ostracism, Sophocles' play "Antigone," and the trial of Socrates. A chronological table of Greek politics and culture from 750 to 400 B.C. is included. Contains 37 references. (Author/DK)

ED 376 133 SP 035 523

Presseisen, Barbara Z.
Thinking Skills Throughout the Curriculum: A Conceptual Design.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Sep 85
NOTE- 142p.; The diagram of the Thinking Skills Model contains small print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Practices; Elementary School Curriculum; Elementary Secondary Education; Excellence in Education; Faculty Development; Performance Factors; *Program Design; *Program Development; *Program Implementation; Resource Materials; Secondary School Curriculum; Skill Development; *Teaching Methods; *Teaching Models; *Thinking Skills

The conceptual focus of this study centers on a key aspect of improved schooling: the development of sophisticated thinkers in the K-12 sequence of education. The document is organized into four major sections. The first section describes how the theoretical bases of a thinking skills program are developed and rooted in the literature. In section two, the proposed program design is presented through the development of a 3-level model of thinking. Section three addresses implementation concerns such as instruction, staff development, subject matter integration, and program assessment. Section four presents a selected resource guide to indicate the kinds of materials and information that ought to be made available to educators to help them plan and create a program based on the proposed design. A concluding section summarizes the study and suggests how the overall design can be used by practitioners seeking to build a K-12 program. Seven appendixes provide a glossary of thinking skills; a checklist for materials considered in thinking skills programs; a thinking skills lesson plan; a general teaching algorithm; a student evaluation form; an appraisal of thinking skills throughout the K-12 curriculum; and a model of thinking skills: a basic processes continuum pre K-12. (Contains approximately 135 references.) (LL)

ED 376 152 SP 035 573

Moallem, Mahnaz
An Experienced Teacher's Model of Thinking and Teaching: An Ethnographic Study on Teacher Cognition.
PUB DATE- Apr 94
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Cultural Context; Elementary School Teachers; Elementary Secondary Education; *Knowledge Level; *Reflective Teaching; Secondary School Teachers; *Teacher Attitudes; Teaching Experience; *Teaching Models
IDENTIFIERS- Experienced Teachers; Experts; *Instructional Systems Design; *Teacher Thinking

This study was designed to explore an expert teacher's model of thinking and teaching as it occurred within the social and cultural context of the classroom. The model was then compared with instructional systems design (ISD) to identify similarities and differences between them. To accomplish these goals, the study focused on the process and relationships among four aspects of teacher thinking: (1) the teacher's experiential world and frame of reference; (2) the teacher's knowledge and beliefs; (3) the teacher's planning and interactive teaching; and (4) the teacher's reflective thinking. An ethnographic, naturalistic approach combining different methodological techniques was employed. Data analysis suggested an interactive relationship between teacher's thinking and teaching, and showed that reflection was an integral component of the experienced and competent teacher's thought process. Comparisons between the teacher's model of thinking and teaching with ISD models revealed fundamental differences between them. Separation of instructional planning from implementation and evaluation, the linear or procedural model of teaching and planning, and the concept of reflection or evaluation of effectiveness of instruction after implementation were found to be major sources of differences between the ISD models and the teacher's model. (Contains approximately 40 references.) (LL)

ED 375 783 HE 027 882

Becher, Tony; And Others
Graduate Education in Britain. Higher Education Policy Series 17.
PUB DATE- 94
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Careers; Doctoral Programs; *Educational Change; Educational Objectives; Educational Opportunities; *Educational Policy; Educational Practices; Foreign Countries; Governing Boards; *Graduate Study; Higher Education; Interviews; *Research Projects
IDENTIFIERS- *Great Britain

This book analyzes Great Britain's higher education system in a state of sustained and extensive transition. It is based on interviews with 80 academic staff members and 55 graduate students across six disciplines (economics, history, physics, sociology, modern languages, and biochemistry) in 16 institutions of higher education. Over the 6 years of data collection, a number of significant shifts occurred at the central level of government and research councils and had their counterparts in changes of attitude and practice at the institutional and departmental level. The book begins with an analysis and critique of macro policies for research and of structures for the provision of graduate education. This is followed by an exploration of how those policies are modified and transformed by the stage at which they reach the micro level. An epistemological analysis of research in different disciplines and its impact on research education then leads to an exploration of the experiences of graduate students themselves and of the often unintended effects of new policy requirements. A review of career expectations and opportunities precedes a final consideration of the conditions needed to develop more satisfactory policies for the provision of graduate education. Appendixes contain brief profiles of the departments involved in the research and a key to the informants quoted in the text. Contains approximately 125 references. (JDD)

ED 375 802 IR 016 843

Jones, Sue

The Key Elements of Effective State Planning for Educational Technology.

PUB DATE- 93

NOTE- 24p.; Originally prepared for the BellSouth Tech "KNOWLEDGE '93: Pathways to Progress Conference," this document has also been published by BellSouth under the title "The Key Elements of Effective State Educational Technology Planning."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Checklists; *Educational Planning; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Futures (of Society); Guidelines; Mission Statements; *Statewide Planning; Technological Advancement

IDENTIFIERS- Southern Regional Education Board

The purpose of this document is to provide a guide for education technology planning. A state educational technology plan is a written strategy that outlines the way a state proposes to integrate educational technology into its overall educational goals. The report has been divided into three categories: preparing, writing, and evaluating. Stage One covers preparation of the plan including the strategic vision, goals and objectives, needs assessment, scope, political issues, defining stakeholders, organizational stakeholders, model schools, funding, equity, staff development, and vendors and outside consultants. Stage Two identifies these key elements in the written plan: vision, mission statement, goals and objectives, strategy, scope, training and staffing requirements, evaluation criteria, technical standards, cost estimates, timeline, glossary of terms, and upgrading, maintenance, and obsolescence strategies. Stage Three examines the evaluation component of the plan. A summary includes tips from the experts in state educational technology planning. Also provided are a checklist and a list of resources to aid in the planning process. (JLB)

ED 375 935 PS 022 569

Greenfield, Patricia
Historical Change and Cognitive Change: A Two-Decade Follow-Up Study in Zinacantan, a Mayan Community of Southern Mexico.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993). Slides and tapes not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Cultural Differences; Cultural Influences; *Economic Development; Followup Studies; Foreign Countries; *Modernization; *Mothers; Parent Child Relationship; *Parents as Teachers; Teaching Methods

IDENTIFIERS- *Maya (People); *Weaving

This paper describes a follow-up study conducted in 1991 to examine how the informal education and representational strategies of the Zinacantecos have been affected by modernization since the original study of their culture was conducted in 1969-70. The follow-up study tracked two generations of mothers and children as the Zinacantecos society moved from a subsistence to an entrepreneurial, cash economy. The paper compares photographic slides of typical daily activities as they were conducted in 1969-70 and in 1991. It focuses on the weaving techniques and pattern designs of the Zinacantecos women, and how these techniques and designs were transmitted from one generation to the next. An analysis of slides and motion pictures taken in 1969-70 and in 1991 showed that while in the earlier period most of the weaving instruction was very structured and systematic, instruction in the latter period was more discovery-oriented, with independent trial-and-error replacing mother-dominated repetitive learning. The study also found that in the earlier period only set patterns and designs were used, whereas constant pattern innovation and new motifs are predominant today. These results suggest that the Zinacantecos' weaving process is following the general evolution of Zinacantecos society toward modernization, innovation, and entrepreneurial attitudes. (MDM)

ED 375 975 PS 022 829

Matthews, Stephen
Growing Readers: What To Look for in Children's Books. AECA Resource Book Series, No. 1, March, 1993.
PUB DATE- Mar 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Childrens Literature; Early Childhood Education; *Evaluation Criteria; Foreign Countries; Picture Books; Reading Aloud to Others; Reading Materials; *Reading Material Selection; *Selection Tools
IDENTIFIERS- *Australia; Shared Book Experience; Shared Reading

This resource book is intended to help parents identify good books for their children by offering a list of the best contemporary Australian books for children and by explaining ways to recognize what qualities to look for in new and unfamiliar books. The first section of the book answers some common questions about why books and reading aloud are important to children's development. The second section contains an annotated list of over 70 recommended children's books in the following categories: (1) board books; (2) alphabets and counting books; (3) aboriginal stories; (4) laughter; (5) everyday life; (6) flights of the imagination; (7) animals; (8) back in time; (9) longer picture books; (10) poetry and anthologies; and (11) short novels. The third section discusses five criteria for choosing children's books. Those criteria are suitability, literary and artistic merit, balance between text and illustrations, production quality, and lasting appeal. The final section of the book offers an annotated list of reference books that contain more recommended books and discussion of how to use them with children. (TJQ)

ED 376 031 SE 054 427

Institutional Strategies for Enhancing Undergraduate Science Education. Undergraduate Program Directors Meeting (October 4-6, 1993).

PUB DATE- 94
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Education; Biomedicine; *Educational Change; Equal Education; Higher Education; Minority Groups; Partnerships in Education; *Science Curriculum; Science Education; *Science Programs; *Undergraduate Study
IDENTIFIERS- *Systemic Reform

The Howard Hughes Medical Institute has as a major focus the improvement of science education at all levels. Each year the institute provides grants for competing organizations whose aim is educating the public in science and/or biomedical research. This document contains the proceedings of a conference that provided a forum for 98 representatives from institutions (public and private research universities, historically black institutions, and four-year liberal arts colleges) receiving undergraduate awards in the 1991 and 1992 competitions to convene and discuss institutional strategies for enhancing undergraduate science education. Topics discussed are as follows: (1) systemic reform; (2) enhancing the educational experience of American Indian students; (3) providing science education opportunities for traditionally underrepresented groups; (4) interdisciplinary studies in biochemistry and molecular Biology; (5) faculty development and high school enrichment; (6) computer use for the study of atomic, macromolecule, and organismic structures; (7) science curriculum development; (8) partnerships in education; and (9) teaching and learning strategies. Also included are: program profiles at selected institutions; four appendixes which contain details about the awardee institutions and a list of meeting attendees; a list of grants publications; lists of Howard Hughes Medical Institute trustees, officers, and principal staff members; and a subject index. (ZWH)

ED 376 078 SE 055 349

Prologue to Action: Life Sciences Education & Science Literacy. Report of a Conference (Columbus, Ohio, March 1992).

PUB DATE- Mar 92

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Behavioral Science Research; *Biological Sciences; *Biomedicine; Health Services; Higher Education; Inservice Education; Preservice Teacher Education; Public Health; Science Careers; Science Curriculum; Science Education; *Scientific Literacy; *Scientists; Secondary Education; *Student Recruitment

IDENTIFIERS- *Public Awareness; *Public Health Service

In order for the United States to hold its long-standing position as an international leader in research and development, current as well as future generations must be made aware of the relationship between basic research and improvements in the quality of life. Seven subcommittees were asked to present overviews and discussions of their perspectives, issues, and recommendations to the U.S. Public Health Service (PHS). The issues are as follows: (1) "Public Awareness" suggests how PHS can improve public understanding of biomedical and behavioral research and its implications for individuals and society; (2) "Teacher Education" identifies mechanisms through which PHS can help improve the preservice and inservice education of teachers; (3) "Curriculum Development" suggests how PHS can help develop and implement science curriculums that will insure there is a pool of well-prepared biomedical and behavioral scientists, and identify how PHS can contribute to general scientific literacy; (4) "Student Incentives" suggests how PHS can attract students to and retain their interest in the study of life sciences; (5) "Underrepresented and Underserved Groups" suggests mechanisms that help PHS attract and retain underrepresented and underserved groups to careers in biomedical and behavioral research; (6) "Partnerships and Collaborations" suggests mechanisms to increase PHS involvement in partnerships that improve life sciences education and public science literacy; (7) "People Engaged in Science and Technology" suggests how academic and industry scientists can help PHS increase science literacy and ensure that a pool of well-trained biomedical scientists and technical personnel is available to meet national needs. (ZWH)

ED 376 097 SO 024 465

Symcox, Linda
The Neolithic Revolution: The First Farmers and Shepherds. A Unit of Study for Grades 6-8.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; *Ancient History; *Archaeology; Grade 6; Grade 7; Grade 8; *History Instruction; Intermediate Grades; Junior High Schools; Middle Schools; Primary Sources; Social Studies

This unit presents lessons on the New Stone Age or Neolithic period from 8,000 to 3,500 B.C. The unit attempts to develop the profound changes in human society brought about by the domestication of plants and animals. The development of agriculture and the resultant move from wandering hunter gatherers to settled villages has been called the great leap forward in the history of humankind. Lesson 1 places the Neolithic period in its geological time frame and explains the discoveries made by archaeologists, which are the only source of information for this period. Lesson 2 describes the shift from hunting and gathering to herding and farming. Lesson 3 discusses the archaeological sites of Beidha and Catal Huyuk as examples of permanent villages and houses. Lesson 4 covers developments in both decorative and religious arts. It is essential that students of world history understand that the Neolithic Revolution was the necessary foundation for the great civilizations that followed. It was the most important single innovation in the evolution of human society before the Industrial Revolution. Through agriculture humans now controlled and regulated their food supply rather than depending on the caprice of nature. What domestication did was create an assured food supply and large settled communities and ultimately cities. Archaeologists and anthropologists have shown that early farming involved much more labor and much more risk than did hunting and gathering. Therefore, a crisis must have forced the change. Many theories exist as to the nature of this crisis. The unit does not emphasize the question of why agriculture developed. Contains 13 references. (Author/DK)

ED 376 171 SP 035 611

Bonetati, Dolores
The Effect of Teachers' Expectations on Mexican-American Students.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Context Effect; Elementary Secondary Education; Literature Reviews; *Mexican American Education; Mexican Americans; Minority Groups; Performance Factors; *Social Bias; Student Attitudes; *Teacher Attitudes; Teacher Behavior; *Teacher Expectations of Students; *Teacher Influence
IDENTIFIERS- Hispanic American Students

This literature review examines the effect of teacher expectations on minority students, and especially on Mexican-American students. The review focuses on four areas: (1) teachers' attitudes and expectations toward Mexican-American children; (2) teachers' attitudes and expectations toward minority children; (3) teachers' performance expectations of students; and (4) other expectations which determine teacher behavior. The research indicates that teachers do not expect Mexican-American children or minority children as a group to excel in school; that Mexican-American children lead double lives--family atmosphere and values are in conflict with the school environment and Caucasian values; and that school districts appear to lack a commitment to the Mexican-American student, thereby allowing institutional racism and racial bias to flourish. In order to develop insight and awareness to counteract the negative expectations of teachers, it is recommended that boards of education, community groups, district administrators, and government agencies make a commitment to develop and implement programs that are sensitive to the needs of Mexican-American children; and that teachers be trained and made more aware of the vast influence that their attitudes and prejudices have on pupils. (Contains 31 references.) (LL)

ED 375 725 HE 027 809

Antony, Jim; Boatsman, KC
Defining the Teaching-Learning Function in Terms of Cooperative Pedagogy: An Empirical Taxonomy of Faculty Practices. ASHE Annual Meeting Paper.
PUB DATE- Nov 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Instruction; *Cooperative Learning; Higher Education; Models; National Surveys; Peer Relationship; Racial Differences; Sex Differences; Socioeconomic Influences; Student Projects; Teacher Characteristics; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *ASHE Annual Meeting

This paper investigates the extent to which American college/university faculty use cooperative pedagogical techniques in their classrooms, and identifies facilitating and inhibiting factors. A broad construct representing faculty's use of cooperative pedagogy was created, which places students at the center of the action regardless of class size and emphasizes interaction among students and between students and faculty. A survey of 35,478 full-time college and university faculty revealed that faculty use of cooperative pedagogy is best measured by a seven-item construct which includes the following items: cooperative learning (small groups), group projects, student presentations, class discussions, student-developed activities, student-selected topics, and student evaluations of each other's work. Analysis revealed that women used cooperative pedagogy more than men did, Blacks more than other ethnic groups, faculty from lower social classes more than other classes, lower academic rank more than higher, and those leaning toward teaching more than those more involved in research. Faculty members most likely to engage in cooperative pedagogy are likely to teach in education, fine arts, or English departments; are not likely to teach in the hard or soft sciences, history, or the humanities; and are more likely to teach at two-year colleges than four-year colleges or universities. (Contains 20 references.) (JDD)

ED 375 841 IR 055 232

Lawson, V. Lonnie; Nicoll, Ted
Integrated Library Instruction for Technology Courses.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; *Course Integrated Library Instruction; Higher Education; *Librarian Teacher Cooperation; *Library Services; *Library Skills; Questionnaires; *Technology Education
IDENTIFIERS- Central Missouri State University

This description of an integrated library instruction for technology course at Ward Edwards Library, Central Missouri State University (CMSU), begins with an overview of traditional library instruction practices. Problems with the traditional approaches are discussed, and it is suggested that one solution would be to create library instruction that will help students complete assignments for a class. For several years, the Science and Technology Librarian at CMSU has worked closely with the faculty of the Department of Power and Transportation to construct library orientation sessions that would be more meaningful to students enrolled in the department's courses. Students in three courses--Power Mechanics (introductory), Aviation Safety, and Technical Report Writing--attend a library orientation session which covers online computer searching, use of the library online catalog, paper indexes for periodicals, and various CD-ROM databases. More time is spent on the efficient use of CD-ROM database searching for the advanced courses, and students are expected to develop their own search strategies and search several "appropriate" databases. A computer-assisted instruction program is available for use by students in the introductory course as an alternative to the traditional library orientation tour. Students in all three courses receive an assignment that the librarian grades and forwards the grades to the instructors. Over 95% of the class returns the completed assignment, which is equivalent to a major project or test in the course. In response to a survey conducted over several semesters, a large percentage of the students agreed that the library instruction was valuable to them in other courses as well. Copies of sample library assignments and an assessment form are appended. (JLB)

ED 375 862 IR 055 276

Texas Library System: System Orientation Manual. Updated.

PUB DATE- Jul 94
NOTE- 92p.; For the original manual, see ED 307 903; for the 1991 update, see ED 339 387.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; *Library Administration; Library Cooperation; Library Funding; *Library Networks; *Library Personnel; Library Planning; *State Libraries
IDENTIFIERS- *Texas State Library

The purpose of this document is to orient new system staff and advisory council members to their roles and responsibilities in the Texas Library System. It contains information on the history, governance, funding, services, and administration of the systems. Chapter 1 contains a discussion of the history of library systems in Texas and some key concepts of public library development and systems. Chapter 2 examines the governance of the system at the regional level and the role of the state library and archives commission in system governance. Chapter 3 presents the system funding formula and trends in system services. Chapter 4 covers basic aspects of the administration of systems, including financial management, performance management, planning, and other administrative areas. Finally, Chapter 5 identifies other documents essential for system management. An outline/summary of the roles and responsibilities of advisory council members prepared by Alice Ihrig is appended. (JLB)

ED 375 898 JC 940 615

Vanderheyden, Bob

Earnings of Community College Students before Enrolling, and Impact of Community College Program Completion on Median Earnings, and First Year Earnings of Public Postsecondary Education Completers. Research Briefs No. 1994-02, 1994-03, and 1994-05.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Freshmen; *College Graduates; College Outcomes Assessment; Community Colleges; *Comparative Analysis; Outcomes of Education; *Salaries; Two Year Colleges; *Two Year College Students; *Wages

IDENTIFIERS- *North Carolina Community College System

These three research briefs, all by the same author, offer different perspectives on the earnings of North Carolina community college students. "Earnings of Community College Students before Enrolling" documents the income levels of the entering cohort of new freshmen for the 1991-92 academic year and attempts to establish the correlation of income to age. Data indicate that the median quarterly income, prior to enrollment, of new students was below $2,500 for the fourth quarter of 1990 and the first three quarters of 1991, and that there was no impact of age on earnings. "Impact of Community College Program Completion of Median Earnings" compares earnings prior to enrollment in a community college program with earnings following program completion. Data reveal that the median income of completers was over $1,600 per quarter greater than that for entering new freshmen with reported prior earnings, even controlling for inflation. If a representative individual were to remain in his/her chosen field for 30 years and were to be employed for all of that time, a projected lifetime increase in earnings would be over $192,000. "First Year Earnings of Public Postsecondary Education Completers" compares the earnings of students who completed a postsecondary program by type of degree (i.e., certificate, diploma, associate in applied science (AAS), bachelor's degree, master's degree, and doctorate). Data indicate in the first year of employment, AAS graduates in Florida earned more ($23,102) than bachelor's degree graduates ($21,923). (KP)

ED 375 955 PS 022 737

Dennison, Martha Jo S.
Providing Developmentally Appropriate Curriculum for Kindergarten-Age Girls in an Informal Education Setting.
PUB DATE- 94
NOTE- 67p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childhood Attitudes; Community Centers; *Curriculum Development; *Females; Inner City; *Kindergarten Children; Leadership Training; Primary Education; Program Effectiveness; Volunteers; *Volunteer Training; Youth Clubs
IDENTIFIERS- Developmentally Appropriate Programs; *Girl Scouts of the USA

This practicum sought to provide a model for a local affiliate of the Girl Scouts of the USA, offering a developmentally appropriate curriculum for inner-city kindergarten-age girls at a community recreation center. A hands-on training program was developed and implemented with a group of community volunteers. Program activities were designed to allow girls to choose activities within the framework of the recreation center. Books, stories, songs, and games were used to teach the girls the abstract concepts behind the philosophy of the Girl Scouts organization. Interviews and questionnaires were used to assess the effectiveness of the program. The results of these assessments revealed that the program produced mixed results. Although the number of girls participating was not as high as expected, the data revealed that the seven girls who completed the program possessed a clear understanding of the philosophy of the Girl Scouts and were interested in continued involvement. However, frequent changes in volunteer leadership and ineffective coordination with the recreation center adversely affected the program. (Four appendixes contain the Girl Scout Promise and Law, a participant questionnaire, a participant interest survey form, and a weekly report form of meeting activities. Contains 53 references.) (MDM)

Gitlin, Andrew, Ed.
Power and Method: Political Activism and Educational Research. Critical Social Thought Series.
PUB DATE- 94
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; American Indian Education; Black Education; *Critical Theory; Criticism; *Educational Research; Elementary Secondary Education; *Feminism; Hidden Curriculum; Higher Education; Homosexuality; Politics of Education; Power Structure; Researchers; Research Methodology; *Research Problems
IDENTIFIERS- Critical Inquiry; *Empowerment; Politics of Research; *Researcher Subject Relationship

This book scrutinizes some basic assumptions about educational research with the aim that such research may act more powerfully on those persistent and important problems of our schools surrounding issues of race, class, and gender. In particular, the 13 essays in this book examine how power is infused in research by addressing such questions as what role political activism can play in the research process, how to understand the "other" from an insider's point of view, and whether educational research can confront and act upon oppressive structures such as patriarchy and Eurocentrism. Feminist, gay and lesbian, Black, and American Indian perspectives and responses to those perspectives are offered in the following essays: (1) "Dis-stance and Other Stances: Negotiations of Power inside Feminist Research" (M. Fine); (2) "Fertile Obsession: Validity after Poststructuralism" (P. Lather); (3) "When Method Becomes Power" (D. Patai); (4) "Queer Relations with Educational Research" (G. M. Leck); (5) "On Method and Hope" (W. G. Tierney); (6) "Red Ribbons at the Cracker Barrel" (R. Platizky); (7) "The Power To Know One Thing Is Never the Power To Know All Things: Methodological Notes on Two Studies of Black American Teachers" (M. Foster); (8) "Witchcraft and Blessings, Science and Rationality: Discourses of Power and Silence in Collaborative Work with Navajo Schools" (M. D. LeCompte and D. McLaughlin); (9) "Empowering the Culturally Diversified Sociological Voice" (J. H. Stanfield, II); (10) "Alternative Methodologies and the Research Context" (A. Gitlin and R. Russell); (11) "Distance and Relation Reconsidered: Tensions in the Ethnographic Text" (D. Dippo); (12) "Expanding Our Notions of 'Critical Qualitative Methodology': Bringing Race, Class, and Gender into the Discussion" (L. Lamphere); and (13) "Extending Power and Specifying Method within the Discourse of Activist Research" (J. G. Ladwig and J. M. Gore). This book contains author profiles and an index. (SV)

ED 375 764　　　　HE 027 863

Dilts, David A.; And Others
Assessing What Professors Do: An Introduction to Academic Performance Appraisal in Higher Education. Contributions to the Study of Education, Number 61.
PUB DATE- 94
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Codes of Ethics; Collective Bargaining; *College Faculty; *Faculty Evaluation; Higher Education; Job Performance; *Legal Problems; School Policy; Unions
IDENTIFIERS- AAUP Contracts; American Association of University Professors

This book examines faculty performance appraisal especially in light of ethical and legal issues involved in the appraisal process. Part 1 contains three chapters concerned with the structure and ethics of evaluation. These chapters provide a frame of reference for the next two chapters that deal with criteria used in performance appraisals and rules of evidence used in those appraisals. Part 2 begins with a discussion of general considerations in the establishment of the appropriate mix of professorial activities to be evaluated. There follows a review of many of the specific criteria reported in the literature used to evaluate faculty performance in teaching, in research, and in service. Attention is also paid to the interrelations among these areas. Part 2 offers a discussion of the environmental influences on faculty performance appraisal. In particular, the effects of the legal system and of unionization and collective bargaining on professorial performance appraisal in universities in the United States are considered. In an appendix the book contains the policy statements of the American Association of University Professors relevant to personnel evaluation. Finally, an annotated bibliography containing 52 references on faculty performance appraisal is included. Individual chapters also contain reference notes. (JB)

ED 375 880 JC 940 596

Analysis of Fall 1993 Course Grades.

PUB DATE- May 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; Ethnic Groups; Females; *Grades (Scholastic); Males; Multicampus Districts; *Outcomes of Education; *School Effectiveness; School Holding Power; Statistical Distributions; *Student Characteristics; Success; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- Pima Community College AZ

This report provides data on withdrawal and success rates and grades earned in fall 1993 at the five campuses of Pima Community College (PCC), in Arizona. First, information is presented on the following areas: (1) successes and withdrawals by campus and district-wide, indicating that the Community campus showed the highest percentage of successes (75%) and the lowest percentage of withdrawals (21%); (2) district successes and withdrawals by ethnicity, indicating that Asians had the highest success rate and Native Americans the lowest; (3) district successes and withdrawals by gender, revealing higher success and lower withdrawal rates for females than for males; and (4) district successes and withdrawals by age group, indicating that students over 40 showed the highest percentage of passing grades at 78%. Appendix A includes tables showing the number and percent of grades awarded for fall 1989-93 district-wide and by campus, indicating that in fall 1993, 33% (n=25,489) of the grades awarded were "A's," 20% (n=15,274) were "B's," 11% (n=8,573) were "C's," 2% (n=1,815) were passes, 3% (1,974) were "D's," 25% (n=19,637) were withdrawals, 3% (2,104) were "F's," and 3% (n=2,091) were incompletes. Finally, Appendix B provides tables on the district-wide numbers and percentages of grades awarded in fall 1993 by ethnicity, gender, age, veteran status, Pell grant status, and occupational and non-occupational classes. (KP)

ED 375 916 JC 940 636

Student Outcomes Assessment Plan. Pima County Community College District Institutional Effectiveness Series: 5.

PUB DATE- 94
NOTE- 22p.; For numbers 1-6, see JC 940 632-637.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; *College Planning; Community Colleges; Data Collection; *Evaluation Methods; *Institutional Research; *Outcomes of Education; Program Descriptions; School Surveys; Two Year Colleges
IDENTIFIERS- Pima Community College AZ

The Student Outcomes Assessment Program (SOAP) at Pima Community College (PCC) in Arizona has six major components: (1) the use of success indicators to assess the college's success in achieving its mission; (2) a classroom assessment mini-grant program designed to support faculty research with a direct effect on learning; (3) the use of general education curriculum designation as a mechanism to incorporate formal student outcomes assessment into a major curriculum reform; (4) occupational curriculum renewal using the DACUM (Developing A CUrriculuM) process; (5) program and service reviews; and (6) the collection of student information system data. For the final component data were collection through a minority student retention and transfer study, a study of concurrent enrollment at PCC and the University of Arizona, employer surveys, graduate satisfaction surveys, and various other surveys. A vital SOAP component is the dissemination of research results to appropriate constituencies within the college, a charge of PCC's College Research and Information Steering Committee. In order to reach all segments of the college, which comprises five campuses and a district central office, multiple means are being used to publicize the SOAP and related student outcomes assessment activities. These include a multi-dimensional publicity campaign, widespread distribution of draft documents and final reports, meetings with governance groups, campus forums on research projects, and special involvement with the accreditation agency. College department chairs will provide academic leadership in evaluating, expanding, and improving the SOAP. (KP)

ED 375 994 RC 019 827

Profiles of Rural Education in the Mid-Atlantic Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Nov 89
NOTE- 262p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Definitions; Delivery Systems; Early Childhood Education; *Educational Needs; Elementary Secondary Education; Information Services; Institutional Characteristics; Poverty Areas; *Rural Education; *Rural Schools; Rural Urban Differences; Rural Youth; *School Demography; *School Districts; *Student Characteristics
IDENTIFIERS- Delaware; Maryland; New Jersey; Pennsylvania; Rural Assistance Councils; *United States (Mid Atlantic States)

This report provides demographic, statistical, and other indicator data related to rural education in the Mid-Atlantic region of Delaware, Maryland, New Jersey, and Pennsylvania. The data are intended to aid state rural assistance councils in developing plans to improve rural schools. One obstacle to consistent policy implementation is the difficulty in defining a "rural" area due to demographic changes. Using school districts as the major unit of analysis, the report describes rural environments, educational policies and needs, characteristics of rural schools and students, and the scope and nature of service delivery systems, for each state and the region as a whole. Persistent problems include poverty, scarcity of resources, high dropout rates, and the difficulty of delivery of resource services to rural administrators and teachers. Areas of special concern to local administrators were instructional effectiveness, development of higher order reasoning skills, staff development, inadequate financial base, and equality of opportunity for excellence. This analysis is an initial step toward the formation of a coordinating agency for information exchange among the Mid-Atlantic states. Some national organizations addressing rural needs are listed. Appendices include the results of rural needs assessment surveys and selected data on rural schools and students for each state. Contains 25 references. (RAH)

ED 376 054 SE 055 112

Perlow, Ruth
Environmental Activities for People Who Use English as a Foreign Language.
PUB DATE- Aug 94
NOTE- 133p.; Contains a few pages of broken print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Elementary Secondary Education; *English (Second Language); *Environment; Environmental Education; Ethics; Land Use; Learning Activities; Mass Media Effects; Nuclear Energy; Ornithology; Planning; *Pollution; Recycling; Second Language Instruction; Social Action; Tourism; *Vocabulary Development; Waste Disposal; Water Pollution; Water Resources
IDENTIFIERS- *Environmental Awareness; Environmental Health; *Environmental Issues; Risk Assessment

This booklet is intended for use by educators interested in developing environmental vocabulary and stimulating environmental awareness in adults and adolescents who use English as a foreign language. Activity participants are engaged in discussion and analysis, games, field trips, story reading, and projects. Activities are separated into 12 units that correspond to the following topics: (1) land use planning; (2) air pollution; (3) nuclear energy and the media; (4) recycling; (5) river monitoring; (6) environmental health; (7) environmental comparative risk assessment; (8) eco-tourism; (9) social action; (10) birds; (11) environmental ethics; and (12) miscellaneous activities some of which meet the needs of leaders presenting environmental issues to groups in 4 to 5 day workshops. Sections contain 1 to 15 activities with varying time requirements. Activity instructions include several paragraphs of procedural information and may include worksheets. (LZ)

ED 376 134 SP 035 526

Deer, Christine E.; And Others
Politics of Teacher Education in NSW, Australia.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Federal Government; Foreign Countries; *Government Role; Higher Education; *Policy Formation; Political Attitudes; *Political Influences; *Politics of Education; *Preservice Teacher Education; School Restructuring; State Government; Teacher Educators; Unions
IDENTIFIERS- *Australia (New South Wales)

This paper examines political and government changes affecting higher education in Australia, particularly as they impact upon teacher education, and with specific emphasis upon practices in New South Wales (NSW). Structural features of the governance of education at the federal and state/territory levels are outlined, noting that teacher education is governed by the federal government, but teacher education graduates will ultimately be employed by state authorities. While school management has shifted from centralized authorities to the schools, there has been at the same time a more centralist policy in regard to curriculum and assessment. Actions which have been taken by teacher educators as a consequence of federal and state policies are discussed, such as formation of the New South Wales Teacher Education Conference and the Australian Directors of Teacher Education. Teacher educator participation in politics is supported as necessary given the current climate of educational reform and restructuring and the determinations by government for greater accountability of public institutions. The continuing challenge is to recognize the interdependence of all stakeholders while upholding the rights of faculties of education to remain independent within "autonomous" universities. An appendix contains "Terms of Reference for the NSW Ministerial Advisory Council on Teacher Education and the Quality of Teaching." (Contains 31 references.) (JDD)

ED 375 744 HE 027 839

Krugman, Martin; Andrews, Sharon Vincz
Pervasive Modes of Thinking That Affect Our Conduct of Teaching, Supervision, and Research: Are We Stuck in an Old Paradigm?
PUB DATE- Nov 91
NOTE- 23p.; A version of this paper presented at the Annual Lily Conference on College Teaching (11th, Oxford, OH, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; *College Instruction; Curriculum Development; *Educational Attitudes; Educational Principles; Higher Education; Learning Disabilities; Models; Reading Instruction; *Relativity; Science History; Scientific Attitudes; Scientific Methodology; *Social Science Research; Theories
IDENTIFIERS- Aristotle; Einstein (Albert); Galileo; Newton (Isaac); *Paradigm Shifts

This paper identifies the major modes of thought that have characterized the conduct of teaching, research, and supervision at institutions of higher education, focusing specifically on the fields of psychology and education. These frameworks for thinking (paradigms) in both the social and "hard" sciences have progressed through three major shifts: (1) Aristotelian, which focuses on the dichotomy of objects and phenomena; (2) Galileian or Newtonian, which emphasizes empirical knowledge; and (3) Einsteinian, which emphasizes the importance of the frame of reference (i.e. relativity). It is argued that researchers in the social sciences have attempted to emulate the hard sciences, and have adopted a Newtonian outlook, emphasizing simplicity, uniformity, predictability, and control. Specific issues related to curriculum development, learning disabilities, and reading instruction are discussed. It is maintained that, although this perspective is not wrong in any absolute sense, it tends to cause an excessive simplification of the conditions and transactions present in teaching, learning, and research. (MDM)

ED 375 784 HE 027 883

James-Deramo, Michele

Learning To Serve. A Statement on the Contribution of Saint Joseph's University to the Development and Revitalization of the Greater Philadelphia Area.

PUB DATE- Jul 94

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Catholic Schools; *Church Related Colleges; College Programs; Community Programs; Experiential Learning; Field Experience Programs; Higher Education; Internship Programs; *Outreach Programs; Private Colleges; Public Service; *School Community Relationship; *Student Participation; Student Projects; *Student Volunteers

IDENTIFIERS- Jesuits; *Pennsylvania (Philadelphia); *Saint Josephs University PA

Commitment to the improvement of the social order underlies and challenges the kind of educational program that Saint Joseph's University in Philadelphia, Pennsylvania, strives to offer its students. Between 63 and 73 percent of traditionally-aged seniors at Saint Joseph's indicated that they participated in some form of community service during their college career. This motivation to serve is modeled after the work of the faculty, administration, and Jesuit community who actively engage in questioning the role of the university in their local community and city. This pamphlet details the breadth of outreach activity occurring at Saint Joseph's University. The names of programs and brief descriptions of them are provided, organized within the following categories: community service and outreach programs, community-based research by faculty, service-learning and other academic courses that include a service component, experiential education (internships and fieldwork), and institutional alliances for community involvement. (JDD)

ED 375 803 IR 016 846

Johnson, Diana L.
An Introduction to the Internet: A Training Program.
PUB DATE- 94
NOTE- 148p.; M.Ed. Project, College of St. Scholastica.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Computer Networks; Course Content; Course Descriptions; Course Organization; Databases; Elementary Secondary Education; Higher Education; *Information Networks; Learning Modules; *Media Specialists; Multimedia Instruction; Teacher Education
IDENTIFIERS- *Internet

The study reported here developed and implemented a training program designed to provide future K-12 media specialists with the technical expertise to utilize the Internet. The six modules of instruction which were developed for an education class at the College of St. Scholastica in Duluth, Minnesota, included videos, lesson notes, transparencies, examples of software, and exercises. Each module covers a different aspect of the Internet and contains two hours of classroom activities. The first module covers IBM computer basics, introduction to networking, and the Internet; the second module covers WAIS, WWW, Gopher, Veronica, Archie, and file and software types; the third module covers finding and transferring files, FTP, and commercial vendors; the fourth module covers other resources on the Internet including library catalogs, graphic images, and Internet Hunts; the fifth module covers ethics, copyrights, dangers, and games; and the sixth module brings the information from all six modules together. A concluding chapter presents observations on the implementation of the project in the following areas: participants, technical problems, techniques, time, general observations, and implications for future study. Appended copies of the course syllabus and the modules make up a large part of this document. (Contains 25 references.) (JLB)

ED 375 822 IR 016 881

Miller, Elizabeth B.

The Internet Resource Directory for K-12 Teachers and Librarians, 94/95 Edition.

PUB DATE- 94

NOTE- 212p.; This directory will be published annually.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Access to Information; *Computer Networks; *Computer Uses in Education; *Educational Resources; Electronic Mail; Elementary School Teachers; Elementary Secondary Education; *Information Networks; Learning Resources Centers; Media Specialists; School Libraries; Secondary School Teachers

IDENTIFIERS- *Internet

Designed for educators who are beginning to explore the Internet, this guide designates sites of interest for K-12 education and describes how to access them. The importance and benefits of Internet access for K-12 schools are discussed in the opening chapters. Guidelines and tips for getting started are offered and scenarios of how teachers and librarians are currently using the Internet are described. The remainder of the book lists resources in the subject areas of art, music, and drama; foreign languages; language arts; math and computer sciences; science; social studies and geography; and reference. In each subject category, resources are listed by name with their current Internet addresses; if the name is not self-explanatory, a brief annotation is provided. There are also separate chapters on resources specifically for educators and for library media specialists. Resources listed include gopher sites; national, state and regional networks; electronic periodicals and books; discussion groups; archives; and organizations offering question answering services. A bibliography, a history of the Internet, and an index are also included. (JLB)

ED 375 863 IR 055 277

Conable, Sharon R.

Texas State Library Grant Management Handbook: A Procedures Manual to Uniform Grants and Contract Management Standards Based on Texas Civil Statutes, Article 4413 (32g) and the Common Rule for Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments.

PUB DATE- Jul 93

NOTE- 136p.; For a related procedures manual, see ED 339 386.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Federal Aid; Financial Support; *Grants; *Library Networks; *Public Libraries; State Aid; *State Libraries

IDENTIFIERS- *Texas State Library

The purpose of this manual is to provide a conceptual framework of information concerning the reporting, financial, contractual, and auditing requirements for recipients of Texas State Library grants funded with state and federal funds under the Library Systems Act (LSA) and the Library Service and Construction Act (LSCA). The manual is divided into 16 sections: (1) Basic Cost Principles; (2) Documentation of Time and Attendance; (3) Allocation of Costs to Projects; (4) Standards for Financial Management Systems; (5) Grant Payments; (6) Program Income; (7) Audits; (8) Program Revision Procedures; (9) Property Acquisition and Management; (10) Debarment and Suspension; (11) Procurement Standards; (12) Performance Reporting; (13) Financial Reporting; (14) Record Retention; (15) Enforcement; and (16) Close-Out. Information is presented in outline format and copies of forms and examples are included as appropriate. Additional related guidelines and information are presented in nine appendices and an index is provided. (JLB)

ED 375 936   PS 022 572

Lewis, Marie
Environmental Lead and Children's Health.

PUB DATE- 24 Jun 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Health; Comparative Analysis; Environmental Influences; *Environmental Standards; Foreign Countries; Gasoline; Government Role; *Lead Poisoning; *Public Policy; State Government
IDENTIFIERS- *Australia (New South Wales); Lead (Metal)

This paper discusses the threat to children's health posed by environmental exposure to lead, focusing on public policy issues surrounding lead exposure in New South Wales (NSW), Australia. In Australia, the current blood lead level at which there is a health concern is at or above 25 micrograms per deciliter (ug/dl) of blood for infants and toddlers, well above the level of 10 ug/dl in the United States. The major sources of environmental lead exposure are leaded petrol emissions, leaded paint, lead in dust or dirt, and lead industries. Leaded petrol is a particular concern in Australia, since it is still used on a widespread basis (unlike in the United States and Canada, where it is virtually banned) and contains higher levels of lead than leaded petrol in Western Europe. Lead exposure's health risks to and effects on young children are examined, and policy proposals advanced by the NSW Department of Health to reduce environmental lead exposure are discussed. The paper calls for: (1) a reduction of lead in petrol; (2) the lowering of the ug/dl blood level of concern; (3) the development of consistent strategies for action when levels of concern are reached; and (4) the reduction of other sources of lead exposure. (MDM)

ED 375 976 PS 022 835

Bierlein, Louann; And Others

Kids Count Factbook: Arizona's Children 1994.

SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.

PUB DATE- Jun 94

NOTE- 188p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)

DESCRIPTORS- *Adolescents; At Risk Persons; Child Abuse; *Child Health; Child Neglect; Children; *Child Welfare; Day Care; Early Childhood Education; Early Parenthood; Educational Environment; *Family (Sociological Unit); Infant Mortality; Poverty; Prenatal Care; State Surveys; Statistical Surveys

IDENTIFIERS- Adolescent Suicide; *Arizona; *Child Safety; Out of Home Care; Sexually Transmitted Diseases

This report presents the second comprehensive look at the conditions of children and families in Arizona. Building upon information presented in the 1992 Factbook, this document presents and analyzes 48 indicators of child well-being. Following the executive summary and tables, chapter 1 provides an overview of the data for the state as a whole, including a summary of key findings and tables depicting raw numbers, rates adjusted for population growth, and rate changes over time. Racial and ethnic breakdowns are presented when such data are available. Chapters 2-16 offer individual county profiles, following the general format established in the state chapter. These chapters offer insights into regional variations and identify varying conditions for children across the state. The report charts data within the state and county chapters for each of the following six categories: (1) poverty; (2) child health and safety; (3) child abuse/neglect and out-of-home care; (4) early care and education; (5) children in school; and (6) teens at-risk. Overall, findings reveal significant improvements for a few indicators since 1990, most notably within birth-related items, such as an increase in the percent of women receiving timely prenatal care and a decrease in low birth-weight births. Findings also suggest there has been a worsening for many indicators, including poverty, firearm-related deaths and hospitalizations, alleged child abuse incidents, and births to teens. (TJQ)

ED 376 079 SE 055 351

Grandy, Jerilee
Trends in SAT Scores and Other Characteristics of Examinees
Planning To Major in Mathematics, Science, or Engineering.
Research Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 89
NOTE- 409p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Engineering Education; High Schools; *High School
Seniors; *Majors (Students); *Mathematics Achievement;
Mathematics Education; *Racial Differences; Science Education;
*Sex Differences
IDENTIFIERS- *Scholastic Aptitude Test

This study analyzed data from the Scholastic Aptitude Test (SAT) taken between 1977 and 1988 to study trends in the numbers, test scores, and other characteristics of high school seniors planning to major in math, science, or engineering, and to compare these data with comparable data from examinees planning to major in other fields. Results indicated that: (1) the total test-taking population declined in number until 1983 and has since been increasing; (2) the percentage of examinees who planned to major in math, science, or engineering increased from 24% to 29% of the examinee population; (3) in 1988 examinees planning to major in math, science, or engineering obtained a mean verbal score 18 points higher and a mean mathematics score 31 points higher than the population average; (4) among students planning to major in math, science, or engineering, the mean mathematics score declined until 1981, increased until 1985, and declined thereafter; (5) among examinees who identify themselves as white and who plan to major in math, science, or engineering, there has been a differences of nearly a standard deviation between the mean mathematics scores of males and females; sex differences were not as great among black examinees; and (6) among examinees who identified themselves as black and who plan to major in math, science, or engineering, the mean mathematics score for males rose 18 points, and the mean for females rose 20 points. Appendices include Student Descriptive Questionnaires and definitions of major field categories in Science and Non-Science Tables. (MKR)

ED 376 098 SO 024 466

Symcox, Linda
Crowning the Cathedral of Florence: Brunelleschi Builds His Dome. A Unit of Study for Grades 7-10.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architecture; Art History; *European History; Foreign Countries; Grade 7; Grade 8; Grade 9; Grade 10; *History Instruction; Junior High Schools; Primary Sources; Secondary Education; Secondary School Curriculum; Social Studies
IDENTIFIERS- Brunelleschi (Filippo); Italy (Florence); Renaissance

This unit focuses on a dramatic moment in the Renaissance from about 1420 when Filippo Brunelleschi single handedly created, defined, and engineered a new architecture by building the great dome of the cathedral of Santa Maria del Fiore in Florence. The dome became the symbol of Florence's grandeur during the Renaissance, and a model for great public buildings. Brunelleschi was among the first to undertake a systematic study of ancient Roman architecture both as a model of the architectural grandeur that he felt had been lost during the Middle Ages, and as a model for spatial organization and large-scale engineering that had been forgotten in Western Europe. He combined his new found knowledge of Roman design and building techniques with his own vision, defining a new aesthetic for his own era. One of the great monuments of western architecture, the dome provides a model for a whole tradition of grand public building. It represents a classic case study of the interaction between the collective energies of a community and the genius of an individual. By studying Brunelleschi's grand vision for the dome to crown the cathedral, the economic and political background against which his dream became a reality, the great competition organized by the city for the commission to build the dome, the engineering challenges which had to be overcome, and the impact of Brunelleschi's work on future generations, students will begin to understand and appreciate the creative surge which took hold in Florence and other parts of Italy during the Renaissance. Contains 11 references. (Author/DK)

ED 376 115 SO 024 581

Macklin, A. D.
Environmental Objects as an Aesthetic Attitude Determinant.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aesthetic Education; Art Education; *Art Products; Design Preferences; High Schools; *High School Students; Socioeconomic Influences; *Student Attitudes

This study explores the relationship between art object preferences and aesthetic attitudes of high school students. A corollary variable was socioeconomic status as determined by the National Opinion Research Center scale. A sample of 443 students, grades 8-12, in a Virginia high school, were studied. The 5-point Aesthetic Attitude Scale was used to measure degree of student agreement or disagreement to 20 questions asked about objects, (buildings, murals, statues, and parks) within the local environment. This instrument required students to recall individual objects from the subjects' local environment, mentioned by the scale, before making a response. A response of 5 indicated agreement with the statement given concerning the object, a 1 response indicated disagreement. The Art Object Preference Test required an immediate response to items few, if any, of the subjects had previously seen. Art objects (paintings, sculptures and ceramics), were selected as representative of highly realistic, highly distorted or highly modern categories. These were presented to the students in the form of 32 projected slides. The Art Object Preference Test measured preferences for art objects on a 5-point scale, with 5 representing like, and 1 indicating dislike. Both instruments measured an affective response. Findings indicate that: (1) socioeconomic identification does not affect preferences for art objects of high school students; (2) the more realistic the art object, the more students tended to prefer them; and (3) there is a significant relationship between student preferences for art objects and their preferences for common objects of daily experience, or environmental objects. This suggests that teachers can enhance their classroom experiences for students by employing environmental objects as aesthetic stimulus. (MM)

ED 376 153 SP 035 574

Jones, M. Gail; Vesilind, Elizabeth

Changes in the Structure of Pedagogical Knowledge of Middle School Preservice Teachers.

PUB DATE- Apr 94

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; *Cognitive Mapping; Concept Formation; Higher Education; Intermediate Grades; Junior High Schools; Methods Courses; Middle Schools; Planning; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teachers; Student Teaching; Teaching Experience; Theory Practice Relationship

IDENTIFIERS- Flexibility (Attitude); *Pedagogical Content Knowledge; *Preservice Teachers

This study was conducted to examine how the organization of preservice teachers' (N=23) knowledge about teaching changed during the last year of their undergraduate program which included a teaching methods course and student teaching. In order to explore cognitive organization three tools were combined: multidimensional scaling, concept mapping, and interviews. Subjects received instruction on how to draw concept maps and were asked to draw them four times--before the senior year, at the end of the fall semester, in the middle of student teaching, and at the end of student teaching. Following each phase, the previous map was returned and subjects were to decide if they would organize their knowledge differently. Prior to an interview they were asked to draw a new map, modify their old one, or redraw the old map as it was. Drawings were coded and scored and the sample concepts of "flexibility" and "planning" were selected for further analysis through multidimensional scaling and student interviews. Data analysis revealed that during student teaching the preservice teachers' pedagogical knowledge underwent radical reconstruction, involving a reorganization of prior knowledge, theories, and beliefs. Figures depicting concept maps and students' multidimensional scaling are included. (Contains 22 references.) (LL)

ED 375 956 PS 022 749

Goldstein, Lisa S.

What's Love Got To Do With It?: Feminist Theory and Early Childhood Education.

PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Caregiver Child Relationship; Curriculum Development; *Early Childhood Education; Educational History; Educational Theories; Epistemology; *Feminism; *Love; Parenting Skills; Social History
IDENTIFIERS- Developmentally Appropriate Programs; *Feminist Pedagogy

This paper examines the connection between early childhood education and feminist thinking. It presents a brief overview of feminist theory, feminist epistemology, and theories and models of early childhood education. The overview lays the groundwork for the essay's main philosophical argument: feminism's emphasis on care, concern, and connection (referred to as "love") can make a significant and positive contribution to the field of early childhood education. The paper advocates that early childhood curriculum be based on love and care, and suggests that, at least to a certain extent, teachers should feel, think, and act like parents. Although the paper discusses the similarities between teaching and mothering, it does not argue that teachers act as mother substitutes. Contains 47 references. (AS)

ED 376 032 SE 054 565

Crump, Andy
Dictionary of Environment and Development: People, Places, Ideas and Organizations.
PUB DATE- 93
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agriculture; *Dictionaries; Ecology; Economics; *Environment; Environmental Education; International Organizations; Pollution; *Vocabulary
IDENTIFIERS- *Environmental Issues; Environmental Management

As the linkage of environment and development issues moves increasingly to the forefront of international concerns, a variety of ideas and phrases from insiders in a number of fields are appearing in books and news reports. This concise reference offers readers a guide to these new terms. It covers ecological processes such as desertification, tropical diseases, financial and agricultural terms, international treaty organizations and acronyms, and environmental issues like forest loss, biodiversity, Antarctica, and the global warming debate. (LZ)

ED 376 172 SP 035 660

White, Sheida
The 1994 NAEP Teacher Background Questionnaire.
PUB DATE- Oct 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Educational Practices; Educational Trends; Elementary School Teachers; Elementary Secondary Education; Geography Instruction; Grade 4; Grade 8; Grade 12; History Instruction; Performance Factors; Questionnaires; Reading Instruction; *Surveys; *Teacher Background; *Teacher Response
IDENTIFIERS- *National Assessment of Educational Progress; *Subject Content Knowledge

In spring 1994, the National Assessment of Educational Progress (NAEP) collected information on student achievement in reading, U.S. history, and geography at grades 4, 8, and 12. To provide a context for interpreting NAEP findings, the project collected background information from students, teachers, and school administrators using separate questionnaires. This publication describes the NAEP teacher background questionnaire, developed by individuals with expertise in classroom teaching, survey methodology, policy analysis, and educational research. The teacher questionnaire was given to teachers of assessed students at grades 4 and 8 only. This discussion focuses on analysis issues addressed by three types of background questions--instructional content, instructional practices, and teacher background, education, and resources--and specifies the purposes of the teacher background questions. These purposes have to do with existing instructional conditions, instructional factors by demographic subgroup, trends in instruction, relation of instruction to performance, and changes in performance in relation to trends in instruction. A matrix for conceptualizing the type, content, and uses of the teacher background questions is provided. Selected questions from the NAEP Teacher Background Questionnaire are appended. (LL)

ED 375 726 HE 027 810

Hossler, Don; And Others
State Funding for Higher Education: The Sisyphean Task. ASHE Annual Meeting Paper.
PUB DATE- 10 Nov 94
NOTE- 51p.; Paper presented at the Annual Meeting of the Association for Some tables contain very small type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Budgeting; *Educational Finance; Educational Trends; *Government School Relationship; *Higher Education; Institutional Characteristics; Public Policy; Resource Allocation; State Action; *State Aid; State Colleges; State Government; State Programs; State Universities; Statewide Planning; Student Financial Aid; Trend Analysis; Tuition
IDENTIFIERS- *ASHE Annual Meeting; *State College and University Systems; State Policy

To examine the accuracy of myths of state higher education finance trends, this study used data from 50 states to explore recent patterns in funding allocation, state policies, and system characteristics. Data were gathered through development of a database on state system characteristics and trends and through two surveys sent to state higher education executive officers soliciting information on appropriations and budgeting, linkages affecting appropriations and tuition, cost containment strategies, policy goals and state financial aid policies. Findings included the following: (1) unmet student financial need has been increasing in all states; (2) most states mount no systematic effort to link appropriations for institutions and student aid to public tuition rates; (3) only 26.7 percent of respondent states have discussions underway to adopt market approaches to tuition; (4) states that spend more on subsidies for their public systems also spend more for financial aid appropriations; (5) in general, any direct link at the state level between state aid appropriations, state appropriations for public institutions and tuition levels for public higher education is a myth; and (6) few states have enacted policies to link tuition levels at state institutions to levels of state financial aid available. An appendix contains additional tables. (Contains 39 references.) (JB)

ED 375 842 IR 055 233

Alabama Public Library Service Annual Report, 1993.
PUB DATE- 93
NOTE- 16p.; For the 1992 annual report, see ED 363 347. For the 1993 directory and statistical report, see IR 055 237.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Library Administration; Library Circulation; Library Collections; *Library Funding; Library Personnel; *Library Services; *Library Statistics; *Professional Continuing Education; *Public Libraries; State Libraries; State Programs
IDENTIFIERS- *Alabama Public Library Service; Library Services and Construction Act

This annual report summarizes activities of the Alabama Public Library Service (APLS) for the fiscal year (FY) 1993. It begins with a letter from the director who gives an overview of the report and a listing of the Library Service Executive Board. The following general areas are then discussed: (1) agency services including the summer reading program, the state union list of serials, library operations, and the Blind and Physically Handicapped division; (2) circulation statistics including services for the blind and physically handicapped, number of items circulated in several areas, and reference requests; (3) continuing education activities for librarians; (4) APLS publications; (5) financial responsibilities; and (6) a list of libraries that received state and federal aid including Library Services and Construction Act (LSCA) grant recipients. Staff members of the Alabama Public Library Service are listed. (JLB)

ED 375 881 JC 940 597

1993-94 Graduates and Completers Summary.
PUB DATE- Sep 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; *College Graduates; Community Colleges; *Educational Certificates; Females; General Education; Legal Education (Professions); Longitudinal Studies; Males; Minority Groups; Nursing Education; *Student Characteristics; *Technical Education; Two Year Colleges; Two Year College Students
IDENTIFIERS- Pima Community College AZ

Providing data on 1993-94 graduates and completers from Pima Community College (PCC), in Arizona, this report presents tables showing the number and percentage of associate degrees, technical and advanced certificates, and basic certificates by type of degree or certificate; instructional program; ethnicity; and gender. Comparative data for the previous 9 years is also included. Highlighted findings include the following: (1) graduates and completers earned 1,928 awards in 1993-94, with associate degrees constituting 57% of these awards, basic certificates 29%, and technical and advanced certificates 14%; (2) minority students represented 27% of the total graduates; (3) women comprised 60% of graduates; (4) the relative distribution of the three types of awards has been consistent over the previous 9 years, with more than twice as many basic certificates being awarded than the combined number of advanced and technical certificates; (5) the number of advanced and technical certificates awarded during the last 10 years ranged from a low of 119 in 1987-88 to a high of 265 in 1991-92; (6) the highest number of degrees awarded was 1,162 in 1991-92; (7) in 1993-94, the largest percentages of total degrees were awarded in general studies (35%), nursing (11%), business administration (6%), and legal assistant (5%); (8) the largest percentages of advanced and technical degrees were awarded in practical nursing (19%), wastewater technology (14%), hazardous materials technology (13%), and water technology (11%); and (9) the most frequently awarded basic certificate was in the emergency medical technology program (48%). Appendixes provide tables showing number and percent of degrees, technical and advanced certificates, and basic certificates awarded by program, ethnicity and gender. (KP)

ED 375 899 JC 940 616

Current Student Survey. What's Good? What's Bad? Report of Findings.
PUB DATE- May 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Environment; Institutional Evaluation; Instructional Improvement; *Participant Satisfaction; *School Effectiveness; School Surveys; *Student Attitudes; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Sinclair Community College OH

In fall 1993, a survey was conducted at Sinclair Community College (SCC), in Ohio, to determine currently enrolled students' perceptions regarding their experiences, evaluations of SCC, and educational goals. Questionnaires were distributed to 20,948 students in 155 classrooms, resulting in a 10% return rate (n=1,909). The demographic characteristics of the sample were very similar to those of the overall student population. Survey findings included the following: (1) with respect to SCC facilities, 20% of the respondents indicated that they had problems getting around on campus, another 20% found classrooms uncomfortable, and 10% did not think laboratories were well-equipped; (2) regarding instruction, 90% felt that instructors were knowledgeable, that coursework was challenging, and that there was a good variety of courses offered; (3) overall, 93% of all students survey agreed that Sinclair provides a quality education experience; (4) regarding students' educational goals, 70% intended to obtain an associate degree and 33.8% intended to transfer; (5) the most commonly cited potential benefits to their education at Sinclair were discovering the best career (22.6%), developing self-confidence (16.9%), developing individual initiative (10.8%), learning to write well (8.6%), strengthening math skills (8.0%), and learning to work with computers (7.6%); and (6) about 400 students shared suggestions concerning possible instructional changes, mostly concerning class scheduling and course availability. The survey instrument and student comments are included. (KP)

ED 375 995 RC 019 828

Hodgkinson, Harold; Obarakpor, Anita Massey
The Invisible Poor: Rural Youth in America.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; U.S. West Foundation.
PUB DATE- Jan 94
NOTE- 33p.; Maps may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Demography; Early Childhood Education; Educational Attainment; Elementary Secondary Education; *Poverty Areas; *Rural Areas; Rural Development; Rural Economics; Rural Education; *Rural Population; *Rural Schools; Rural Urban Differences; *Rural Youth; Youth Opportunities

This report summarizes demographic information about rural populations in the United States and discusses a variety of issues that are relevant to rural youth poverty. Although recent poverty rates for rural areas were higher than urban poverty rates, the media and political forces have almost completely neglected the rural poor. Extensive census reports and statistical data are abstracted in an attempt to characterize rural areas demographically, to differentiate and define these areas, and to draw attention to the poverty of rural youth compared with youth poverty in metropolitan centers. The following areas are considered: (1) population trends; (2) jobs, wages, and unemployment; (3) wealth and poverty distribution; (4) geographic and ethnic distributions; (5) rural youth, the rural "hyper-poor," and migrant children; (6) health issues; and (7) educational issues. The report contrasts rural and metropolitan school size, teacher and administrator responsibilities and benefits, and student performance. A final section discusses the importance of public policy changes focused on comprehensive services and new economic opportunities that may allow rural areas to maintain their current residents and rural children to achieve their potential. Contains 30 references. (RAH)

ED 376 012 RC 019 858

Goudy, Willis; And Others
Population Decline and the Closing of Schools.
PUB DATE- Aug 94
NOTE- 17p.; Paper presented at Annual Meeting of the Rural Sociological Society (57th, Portland, OR, August 11-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Elementary Secondary Education; *Population Trends; *Rural Population; *Rural Schools; *School Closing; *School Community Relationship; School Demography
IDENTIFIERS- Community Viability; *Iowa

This paper examines the influence of presence or absence of a school on population changes in rural Iowa communities over 4 decades. Data were drawn from 1950 to 1990 decennial reports of the U.S. Bureau of the Census and annual reports on the location of schools from the Iowa Department of Education. Population changes were analyzed for 860 incorporated places in Iowa with less than 2,500 residents in 1950. Only grade schools and high schools were considered due to the changing definitions of middle schools. Results do suggest that the presence of a school facility tempers population change. However, findings also uphold the hypothesis that the location of a school facility in a community does not influence population change. Some communities with school facilities gained population but others did not; the same occurred in towns without schools, and percentage distributions between those with and without schools varied to a relatively small degree. It appears that relationships among factors influencing change in rural populations are complex, and that the correlation between the location of school facilities and population change is not as strong as heated arguments at the local level sometimes suggest. (RAH)

ED 376 033 SE 054 676

Bowers, C. A.
Education, Cultural Myths, and the Ecological Crisis: Toward Deep Changes.
PUB DATE- 93
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

DESCRIPTORS- Academic Achievement; *Cultural Influences; *Ecology; *Educational Change; Elementary Secondary Education; *Environmental Education
IDENTIFIERS- Deep Ecology

One of the major concerns in education reform is the recognition of problems within society that affects or has the potential to affect the achievement of students in school. This book attempts to put in focus what the priorities should be in thinking about the challenges facing public school and university education in the United States and other countries that have followed Western approaches to modernization. Reformers should take account of how the cultural beliefs and practices passed on through schooling relate to the deepening ecological crisis that may actually strengthen the cultural orientation that is undermining the sustaining capacities of natural systems upon which all life depends. Chapter 1, "The Cultural Aspects of the Ecological Crisis," establishes a framework for considering the ecological consequences of an educational process that reinforces a set of cultural beliefs and practices formed during a period of Western history when the plenitude of the natural environment seemed to hold out the promise of unlimited economic expansion and social progress. Chapter 2, "The Conservative Misinterpretation of the Educational Crisis," takes the reader through the conservatives' arguments on the nature of the educational crisis, and what they consider as the remedy. Chapter 3, "The Liberal Impasse: Technocrats and Emancipators," turns to a consideration of the liberal technocrats who are the dominant group in teacher education and professional in-service training, and the emancipatory traditions of educational liberalism. Chapter 4, "Anthropocentrism in Textbooks," assesses the cultural values and beliefs communicated through textbooks, and how they relate to the ecological crisis. Chapter 5, "Toward Deep Changes in the Educational Process," has two major sections: (1) the inability of traditional methods to provide an adequate basis for learning to live in ecological balance; and (2) a presentation of the basic ideals of Gregory Bateson. Chapter 6, "The Political and Spiritual Dimensions of the Ecological Crisis: Toward a New Sense of Balance" considers whether the mainstream Western culture that guides and gives substance to educational practices has overvalued the efficacy of the political process and undervalued the importance of spiritual development. (ZWH)

ED 376 055 SE 055 123

Culen, Gerald R.
The Effects of an Extended Case Study on Environmental Behavior and Associated Variables in Seventh and Eighth Grade Students.
PUB DATE- Sep 94
NOTE- 19p.; Paper presented at the Annual Meeting of the North American Association for Environmental Education (Cancun, Mexico, September 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Case Studies; Control Groups; Ecology; Educational Research; *Environmental Education; Grade 7; Grade 8; Junior High Schools; *Junior High School Students; Knowledge Level; Pretests Posttests; Teaching Methods; *Wetlands
IDENTIFIERS- Environmental Action

This paper summarizes a study that assessed the effects of an extended case study that focused on wetland issues with seventh and eighth grade students. The extended case study is an instructional methodology that incorporates the issue investigation/evaluation and action training model. A modified pretest-posttest nonequivalent control group design was utilized with fifteen intact classes from Illinois and Missouri. Posttest data were collected on the variables of overt environmental behavior, knowledge of ecological foundations, individual locus of control, group locus of control, knowledge of citizenship action skills, and perceived skill in the use of citizenship action skills. Analysis of covariance was used to compare treatment groups and control group means. Statistically significant differences were found with the variable overt environmental behavior. The two experimental treatments were found to be more effective than the control, and the full treatment was found to be more effective then the partial treatment in increasing overt environmental behavior. (Author)

ED 376 135 SP 035 530

Peak, Grahame
National Competency Standards for the Teaching Profession:
Lessons from Out-of-School.
PUB DATE- Jul 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; *Competency Based Education; Evaluation Methods; Foreign Countries; Higher Education; *Job Training; Secondary Education; *Teacher Competencies; *Teacher Competency Testing; *Vocational Education
IDENTIFIERS- *Australia

Events in the development of competency standards for the teaching profession in Australia are documented, including publishing articles and reports, conducting conferences, commissioning sets of standards, validating support for the competency framework, and promoting of standards by government and professional organizations. Competency-based approaches are also being promoted in Australia's vocational education and training sector as the way to increase the quality and quantity of workplace skills which in turn will lead to higher productivity and profitability. Issues that are being raised in the out-of-school vocational training sector, which may be relevant to colleagues associated with teacher education in the school sector, are discussed. These include definitions of competency; the relationship between competency standards and the curriculum; how competency is assessed; where assessment should take place and who should be the assessors; the need to recognize expertise and excellence; how assessment should be recorded and who should keep the records of competencies and qualifications; and the implications of this for industrial relations. (Contains 60 references.) (JDD)

ED 375 745 HE 027 840

King, Gail Buchwalter, Ed.; And Others
Fact Book on Theological Education: For the Academic Year 1993-94.
PUB DATE- 94
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Administration; College Faculty; *Compensation (Remuneration); *Donors; *Educational Finance; *Enrollment; Foreign Countries; Higher Education; *Institutional Characteristics; National Surveys; Scholarships; *Theological Education
IDENTIFIERS- Canada; United States

This publication provides comparative data on educational institutions that are members of the Association of Theological Schools (ATS) in the United States and Canada. The tables and graphs are based on data supplied by the 219 ATS member schools on the 1993 ATS Annual Report Forms. Five chapters present data on: (1) institutional characteristics, such as the ratio of full-time (FT) faculty to part-time (PT) faculty, the ratio of full-time equivalent (FTE) students to FTE faculty, and the ratio of endowment to current fund expenditures; (2) enrollment, such as the ratio of applicants accepted to applicants matriculated the age of students by gender and degree; (3) personnel compensation, including administrator and faculty compensation by size, denomination, and type of school; (4) finances, including tuition, overall revenue structure, and scholarship aid; and (5) development, including sources and purposes of gifts. (MDM)

ED 375 765 HE 027 864

Sims, Serbrenia J.
Diversifying Historically Black Colleges and Universities: A New Higher Education Paradigm. Contributions to the Study of Education, Number 62.
PUB DATE- 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Administrative Change; Attitude Change; *Black Colleges; College Faculty; Curriculum Development; *Diversity (Institutional); *Educational Change; Extracurricular Activities; Faculty Recruitment; *Higher Education; Institutional Role; Program Development; Student Recruitment; Teacher Role
IDENTIFIERS- *Diversity (Faculty); *Diversity (Student)

This book is designed to help administrators, student affairs personnel, faculty, staff, and students at historically black colleges and universities (HBCUs) realize the importance of diversity on their campuses and to implement plans to increase campus diversity. Chapter 1 explores definitions of diversity and HBCUs, and then asks whether these institutions are still needed and whether they can be changed to value diversity. Chapter 2 presents a force field analysis diagram for approaching change within institutions such as the HBUC. Chapter 3 provides some examples on reforming the academic curriculum to place a greater emphasis on the value of diversity. Chapter 4 reviews recruitment strategies pertinent to a successful diversity initiative. Chapter 5 briefly explores cooperative arrangements designed to increase the numbers of non-black students. Chapter 6 reviews efforts to make the campus more friendly to students of other races by modifying extracurricular activities. Chapter 7 presents a model for diversifying HBCUs and identifies some issues that must be resolved if the diversity program is to be successful. Chapter 8 explores the role of the faculty in teaching the values of diversity. Chapter 9 reviews the book's contents and presents some lessons learned on diversifying institutions. Includes an index. Each chapter contains references. (JB)

ED 375 785 HE 027 884

Brown, Patricia Q.
Salaries, Tenure, and Fringe Benefits, 1993-94. E.D. TABS.
PUB DATE- Oct 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Rank (Professional); Educational Trends; Fringe Benefits; *Full Time Faculty; *Higher Education; Sex; Tables (Data); *Teacher Salaries; Tenure; *Trend Analysis
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents analyses of data on salaries of full-time postsecondary instructional faculty on 9-month and 10-month contracts. Data are based on a survey of 3,381 postsecondary institutions for the academic years 1989-90 to 1993-94, as a part of the integrated Postsecondary Education Data System (IPEDS). Tables include: average salaries by academic year and by academic rank for each state, 1989-90 through 1993-94; average salaries in in constant 1993-94 dollars by academic rank and sex for each state, 1989-90 through 1993-94; average salaries by academic rank and state, for public, private, four-year, and two-year higher education institutions; average salaries for male and female instructional faculty by academic rank and state; and number of full-time instructional faculty by academic rank and state. Appendixes provide a salary survey description, an outline of the salary survey methodology, and a copy of the survey form. The study found that the total number of full-time instructional faculty on 9-month or 10-month contracts was 381,672 in the fall of the 1993-94 school year, representing 86.1 percent of the total full-time instructional faculty in higher education institutions. (JDD)

Baker, Christopher; And Others
Telecommunications Handbook: Connecting to NEWTON. Version 1.4.

SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Mar 94
NOTE- 26p.; For an earlier version of this handbook, see ED 366 323.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Electronic Mail; Elementary Secondary Education; Information Dissemination; *Information Networks; *Online Systems; *Science Education; Scientists; Teachers; *Telecommunications
IDENTIFIERS- *Argonne National Laboratory IL; *Newton Bulletin Board System

This handbook was written for use with the Argonne National Laboratory's electronic bulletin board system (BBS) called NEWTON, which is designed to create an electronic network that will link scientists, teachers, and students with the many diversified resources of the Argonne National Laboratory. The link to Argonne will include such resources as scientists, research programs, and educational programs (workshops, conferences, and instructional materials), and serve as a forum for sharing knowledge, new ideas, and teaching materials. Through the BBS, students will be able to interact with fellow students throughout the nation, and the BBS will help to build a teacher support group that will work with established teacher-alliance networks and worldwide research networks, including Internet. This manual begins with the mission statement which identifies objectives, primary users, materials, and services of NEWTON. The introduction then examines telecommunications and education and the NEWTON BBS. Additional sections contain information on accessing NEWTON; equipment needed to login to NEWTON; the setup of the equipment; the login procedure; and a list of NEWTON's features including system, personal, and group features. Appendices contain information on: (1) hardware/software purchasing; (2) other educational BBS's and services; and (3) basic commands for Hayes modems. A glossary of terms is also provided. (JLB)

ED 375 823 IR 016 882

Implementation Guide for Educational Technology.

PUB DATE- Nov 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Technology; Elementary Secondary Education; Futures (of Society); Guidelines; Mission Statements; *Program Implementation; *Technological Literacy
IDENTIFIERS- Troy City School District OH

This guide for the implementation of educational technology in the Troy (Ohio) City Schools begins with a discussion of the advantages of technology use in schools; the mission statement for the Troy schools; educational technology-related goals for the school district; the educational technology mission statement; and educational technology beliefs/guiding principles. The overall mission of the education technology program is given as providing students with an environment that fosters and promotes the use of technology as an essential skill for a productive life; some of the beliefs and guiding principles of the program include: teaching technological skills is a shared responsibility between teachers and media/technology staff members; technology facilitates student-directed learning and personal growth; and technology enhances four key elements of effective classroom learning--active, cooperative, interdisciplinary, and individualized learning. The handbook then presents ten district goals and six student goals. Each goal is followed by its corresponding implementation methods and activities, with activities for the student goals presented in separate lists for the elementary, junior high, and high school levels. Issues addressed by the district goals include staff development; planning, selection and implementation of technology; provision of current and appropriate resources; computer networking for information; and integration of technology into the curriculum. Issues addressed by student goals include educational and career related-computer applications, and the use of technology to gather information and for problem solving. Ethical conduct in technology use is a concern for both teachers and students. (JLB)

ED 375 864 JC 940 500

Building Communities by Assessing the Outcomes: AACJC/Kellogg Beacon College Initiative Minigrant. Final Report.

SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 94
NOTE- 25p.; An AACJC Beacon College project conducted in collaboration with Bunker Hill Community College, Cape Cod Community College, Mount Wachusett Community College, Northern Essex Community College, Quinsigammond Community College, and Springfield Technical Community College.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Community Colleges; Demonstration Programs; *Evaluation Criteria; Grants; *Institutional Evaluation; Screening Tests; *Student Evaluation; Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- Beacon College Projects; Massachusetts Bay Community College

In 1990, Massachusetts Bay Community College (MBCC) collaborated with six other Massachusetts colleges to assist them in using MBCC's assessment program as a model to supplement or replace their existing assessment strategies. At each associate college, campus coordinators were selected and assessment task forces were formed to identify assessment issues pertinent to their institutions. Serving as lead college, MBCC hosted community colleges from throughout the state for the American Association of Community Colleges Teleconference, "Institutional Effectiveness: Look at Student Outcomes and Assuring Institutional Success in Community, Technical and Junior Colleges," and developed a series of regional professional development workshops on teaching and learning, and assessment. Consistent with the mandate of the state regents, the assessment of reading, writing, mathematics, and language skills was evaluated, and, in every instance, current practices underwent extensive revision. Each associate college identified the need to automate tracking, and two colleges completely re-engineered their assessment process for incoming students based on the MBCC model. Assessment became a mandatory activity for all full- and part-time matriculating students. The assessment program was expanded to incorporate both entrance and exit components, and developmental coursework was identified and sequenced. Each of the participating colleges experienced considerable disruption between 1990 and 1993 because of the state's fiscal crisis and the subsequent reductions in financial support. Information on the critical success factors identified by the task forces at each of the six colleges is provided, along with budgetary data, and the project director's survey. (KP)

ED 375 917 JC 940 637

Planning Guidelines and Evaluation. Pima County Community College
District Institutional Effectiveness Series: 6.
PUB DATE- 94
NOTE- 19p.; For numbers 1-5, see JC 940 632-636.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Planning; Community Colleges; *Long Range Planning; *Master Plans; *Strategic Planning; Two Year Colleges
IDENTIFIERS- Pima Community College AZ

To accommodate the complex needs of a large multi-campus district, the planning process used by Pima Community College in Arizona has five primary characteristics: planning is ongoing; it links strategic and program planning with budgeting and resource development; it is interactive among campuses; campus and district-level planning address master planning dimensions; and the chancellor's cabinet is the central planning team. The primary elements of the strategic planning phase of college planning are environmental scanning, identification of core values, college and campus mission assessments, indicators of success, planning assumptions, organization assessments, synthesis of strategic assessments and priorities to form strategic traveling directions. The College and campus master plans each contain five main elements; i.e., college mission review, planning review, planning and environmental assumptions, strategic directions and priorities, and implementation plans. Campus planning is the responsibility of the provost, working in conjunction with campus planning teams. Central support planning is the responsibility of the vice chancellor's cabinet, while college planning coordination is the responsibility of the chancellor's cabinet. Effective planning coordination contributes to overall institutional effectiveness as well as good strategic planning. Each year the college reviews the results of college plans and the effectiveness of the planning processes. Information on planning resources, the planning calendar, a college master plan outline, a glossary of terms, and a chart illustrating strategic planning, budgeting, and planning evaluation linkages are included. (KP)

ED 375 937   PS 022 573

Schryer, Mindi

The Relationship between Center Size and Child Care Workers' Level of Job Commitment and Job Satisfaction.

PUB DATE- Jun 94
NOTE- 55p.; M.Ed. Field Research Report, National-Louis University. Paper delivered at a Meeting of the Chicago Metro Association for the Education of Young Children (Chicago, IL, February 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Undetermined (040),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; *Job Satisfaction; Predictor Variables; *Preschool Teachers; Promotion (Occupational); Questionnaires; *School Size; *Teacher Attitudes; Teacher Salaries; Work Environment
IDENTIFIERS- Career Commitment

This study examined the relationship between day care center size and child care workers' level of job commitment and job satisfaction. Surveys were completed by 128 teachers and aides who worked full-time in non-profit child care centers in the Chicago metropolitan area. The results of the data analysis revealed that there was not a statistically significant relationship between the two variables. Working conditions, pay, and opportunities for advancement were, however, positively related to center size, as measured by total staff employed. In addition, workers' total level of job satisfaction appeared to have a positive relationship with center size. The results of the study suggest that there is a moderate relationship between center size and the job satisfaction of child care workers. (A copy of the survey questionnaire is appended. Contains 29 references.) (MDM)

ED 375 977   PS 022 836

Fischer, Sheryl L.; Walker, April L.

Preventing Burns and Scalds. Injury Prevention for Young Children from the National Safety Certification System.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 94
NOTE- 37p.; Edited by Bonnie L. Walker.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Child Health; Early Childhood Education; *Fire Protection; First Aid; *Injuries; Safety; *Safety Education
IDENTIFIERS- *Burns (Injuries); Child Safety; Fires; *Fire Safety Education

This booklet outlines a comprehensive fire and burn injury prevention program which includes an instructor's manual, a videotape, and a test: the video provides additional information and examples of injury prevention techniques, and the test measures the amount of knowledge acquired. Following an introduction, the prevalence and extent of burn and scald injuries, statistics on burn fatalities and nonfatal injuries from fire and burns, the mechanics of burn and scald injuries, and information on the different categories of burns and their effects are provided. A chart outlines children's developmental stages and the accompanying potential injury hazards at each stage. Next, the major causes of fire and burn injury and death are examined as follows: residential fires, smoke inhalation, smoking materials, heaters, hot surfaces, hot foods, electricity and sunburns. Fire safety codes and standards, installing and testing smoke detectors, fire extinguishers, testing hot water temperature, and emergency escape planning are also discussed. Fire and burn prevention activity worksheets; burn safety checklists for homes and child care centers; guidelines for burn first aid; and a list of things to buy to help make a safe environment for children are included. Organizations offering safety products and product and burn safety information are listed, and the fire and burn prevention guidelines of the American Public Health Association (APHA) and the American Academy of Pediatrics (AAP) are included. Contains 39 references. (AS)

ED 376 116   SP 034 772

Fauske, Janice R.
Five Conditions for Sustaining Cross Campus Collaboration on Teaching and Learning.

PUB DATE- Sep 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Educational Finance; Educational Objectives; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; *Partnerships in Education; *Preservice Teacher Education; Scholarship; Schools of Education; Secondary Education; Student Teacher Supervisors; Teacher Education Curriculum; *Teamwork; *Writing Across the Curriculum

Lack of collaboration between teacher education departments and content area departments on university campuses constitutes an impediment to comprehensive reforms of teacher education programs, particularly at the secondary level. The study outlined in this paper documented the process of collaboration among a university department of teacher education, a university department of English, and four secondary public school English departments to design a school-based, contextual teacher preparation program. Data were collected through observation, anecdotal and personal journals, and formal surveys and interviews. Analysis of the data suggested five conditions for sustaining cross-campus collaboration: (1) administrative support is needed to legitimize collaboration among university departments; (2) the definition of scholarship should be expanded, allowing collaborative activity to be viewed as legitimate scholasrhip; (3) committees, design teams, and other structures that foster communication between departments and between the university and off campus entities, such as schools, facilitate and sustain collaboration; (4) building consensus around shared goals facilitates collaboration; and (5) interdepartmental collaboration facilitates institutionalization of collaborative efforts both on and off campus. (IAH)

ED 375 957 PS 022 752

Meckley, Alice M.
Disappearing Pegs in the Road: Discovering Meaning in Young Children's Social Play.
PUB DATE- 6 Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Development; Games; *Group Dynamics; *Interpersonal Communication; *Play; *Preschool Children; Preschool Education; Social Cognition
IDENTIFIERS- Metacommunication

A study investigated the nature of the social construction of play events by a group of twelve 4- and 5-year-old children and the ways in which these play constructions are maintained over an extended period of time. The 5-month study was conducted in a nursery school classroom during the children's self-selected playtime. Data collection included field notes, audio tapes, video tapes, interviews with children, parents and staff, and a survey on play at home. Analysis of the data took into account the simultaneous, multi-layered, metacommunicative nature of this child phenomenon while at the same time investigating the relationships between the key components of the play events constructed: players, actions, setting, time, objects, and language. Results revealed that young children's social play construction is consistent, ordered, and interconnected. The study demonstrated that through shared knowledge of the six components of play event enactment, the group of young children communicated and maintained stability in their play together. (TJQ)

ED 376 080 SE 055 423

Brinckerhoff, Richard F.
One-Minute Readings: Issues in Science, Technology, and Society.
PUB DATE- 92
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Controversial Issues (Course Content); *Discussion (Teaching Technique); Instructional Materials; *Science and Society; Science Education; Secondary Education; Technology

Many people feel that the purpose of an education is to prepare students for life outside of school. To help reach this desire it has been suggested that students be allowed to experience and confront issues that they will experience later in their lives. This book confronts students with major issues in science that in many instances have created societal problems that science cannot answer. Some of the topics covered are: (1) general biology (animal rights, definition of life, patenting plants and animals, animal rights); (2) environmental issues (world population explosion, pesticide pollution); (3) destruction of species (destruction of tropical forests); (4) bioethics (human gene manipulation, organ transplants); (5) waste (underground toxic wastes, radioactive waste disposal); (6) pollution (acid rain, oil pollution; pesticide pollution); (7) natural resources (petroleum depletion); (8) mechanics (Newton's Law and the existence of God); (9) heat, light, and sound; (10) electricity (high-voltage power lines); (11) radiation; nuclear; (12) energy; (13) earth and space science; (14) general social science (science and the congress, women as scientists and inventors); (15) computers (computers and privacy); (16) misconceptions (astrology); (17) history (elementary mechanics and women's liberation); (18) government (science and congress); (19) economics (dollar value of a human life, tobacco); and (20) general chemistry (hazardous chemicals, dioxin, and molecular formulas). (ZWH/AA)

ED 376 099 SO 024 468

Vigilante, David
The Evolution of the Bill of Rights. A Unit of Study for Grades 8-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Democracy; Government (Administrative Body); Government Role; Grade 8; Grade 9; Grade 10; Grade 11; Grade 12; *History Instruction; Political Issues; Primary Sources; Secondary Education; *Secondary School Curriculum; *United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. By studying a crucial turning-point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. By analyzing primary sources, students will learn how to analyze evidence, establish a valid interpretation, and construct a coherent narrative in which all the relevant factors play a part. This unit contains teacher background materials and lesson plans with student resources. It is applicable in U.S. History or American Government classes where students study political ideologies during the Revolutionary and early Federal periods. The unit presents five lessons on the Bill of Rights: (1) the Virginia and Pennsylvania Declarations of Rights; (2) the debate at the Constitutional Convention; (3) simulated ratification debate; (4) the House debate; and (5) culminating activity--cases involving the application of principles included in the Bill of Rights. The unit also includes an extension lesson that may be used to further explore the development of state declarations of rights. Objectives of the unit include: (1) understanding the evolution of the Bill of Rights; (2) clarifying ideological differences over the inclusion of a Bill of Rights in the federal Constitution; and (3) appraising the impact of a Bill of Rights on the development of American democracy. (DK)

ED 376 154 SP 035 575

O'Hara, Hunter; Radd, Tommie R.
A Comparison View: The Characteristics of the Transcendent Teacher-Learner Relationship and the Invitational Climate Created via The Grow with Guidance System.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Educational Practices; Elementary Secondary Education; *Learning Experience; Self Concept; Student Behavior; *Student Role; Teacher Behavior; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Invitational Education; Perceived Reality; *Transcendence

This paper compares and discusses the relationship between research findings in the areas of the transcendent teacher-learner relationship and the invitational class climate. The transcendent relationship is described as one wherein relators are able to transcend their realities, transform their life direction, and move beyond the historically defined parameters for teacher and learner roles. The invitational class climate is a perceptually-based, self-concept approach to the teaching-learning process. It is suggested that a transcendent teacher-learner relationship can be invited through an interactive process established via a process called "The Grow with Guidance System." Research comparisons revealed the following common characteristics: reciprocity; integrity; self-concept development and integration; the ongoing inviting growth process and the transcendent turning point encounter; community; and love. Development of these factors may result in maximizing the possibility for the occurrence of transcendent teacher-learner relationships. Invitations sent to students affect their self-concepts in a way that may then effect a prevention and avoidance of self destructive patterns and behaviors. (Contains 27 references.) (LL)

ED 376 173 TM 021 982

Ho, Yu Chong
Abduction? Deduction? Induction? Is There a Logic of Exploratory Data Analysis?
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; *Deduction; Hypothesis Testing; *Induction; *Logic
IDENTIFIERS- *Abductive Reasoning; *Exploratory Data Analysis; Peirce (Charles S)

The philosophical notions introduced by Charles Sanders Peirce (1839-1914) are helpful for researchers in understanding the nature of knowledge and reality. In the Peircean logical system, the logic of abduction and deduction contribute to our conceptual understanding of a phenomenon, while the logic of induction adds quantitative details to the conceptual knowledge. Although Peirce justified the validity of induction as a self-corrective process, he asserted that neither induction nor deduction can help us to unveil the internal structure of meaning. As exploratory data analysis performs the function of a model builder for confirmatory data analysis, abduction plays the role of explorer of viable paths to further inquiry. Thus, the logic of abduction fits well into exploratory data analysis. At the stage of abduction, the goal is to explore the data, find out a pattern, and suggest a plausible hypothesis; deduction is to refine the hypothesis based upon other plausible premises; and induction is the empirical substantiation. (Contains 55 references.) (Author)

ED 375 727 HE 027 811

Quinlan, Kathleen M.
Uncovering Discipline-Specific Interpretations of the "Scholarship of Teaching": Peer Review and Faculty Perceptions of Scholarly Teaching. ASHE Annual Meeting Paper.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- 13 Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; *College Faculty; *College Instruction; College Students; Differences; Higher Education; History Instruction; *Intellectual Disciplines; Peer Evaluation; Role Perception; Science Instruction; *Teacher Attitudes; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting

This study examined disciplinary differences in college teaching using data from a national study of peer review of teaching to look at values about teaching held by faculty in the contrasting disciplines of history and chemistry. Data for this study were from written exercises completed by faculty participants (14 historians and 12 chemists) and observations of discussions of discipline-specific groups of faculty. The analysis focused on each discipline's view of intellectual standards, mission, perception of students and their roles, and perceptions of the learning process. Comparison of the two disciplines suggested that, in both disciplines, professors were concerned with overcoming their field's bad stereotypes and the need to promote overall critical thoughtfulness about, engagement with, and ability to understand and apply the themes or principles of the discipline's body of knowledge. Both groups also showed concern for developing students' study habits. Historians, however, were committed to the liberal education of all students while chemists spoke only about teaching scientific skills and knowledge to science majors. Historians saw the students as unique individual learners whereas chemists did not address students' unique individual needs, goals, and interests but spoke of the students as a monolithic body competing among themselves along the same predetermined course. (Contains 35 references.) Better understandings of the core similarities and differences between fields may be critical of the success of integrated interdisciplinary scholarly endeavors. (JB)

ED 375 746   HE 027 841

Tennessee Challenge 2000. Third Annual Report.
PUB DATE- 29 Jan 93
NOTE- 53p.; For the 1994 annual report, see HE 027 842. For the master plan, see ED 318 356.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Numerical/Quantitative Data (110)
DESCRIPTORS- Accreditation (Institutions); College Admission; College Faculty; Educational Attainment; *Educational Improvement; *Educational Objectives; Enrollment; Equal Education; Financial Support; *Higher Education; Long Range Planning; Program Descriptions; *Program Evaluation; State Colleges; State Programs; *State Standards; State Universities; Tables (Data); Teacher Education
IDENTIFIERS- *Benchmarking; *Tennessee

This is the third annual report on Tennessee's progress toward meeting statewide higher education goals delineated in the 1989 "Tennessee Challenge 2000" program. The report outlines the six goals, specific benchmarks for each goal, and the progress toward such goals and benchmarks accomplished over the last several years. The goals stipulate that by the year 2000, Tennessee will: (1) be among the leading Southern states in providing college education to its citizens; (2) be a national leader in improving the quality of instructional programs; (3) have colleges and universities ranked among the nation's best in teacher preparation; (4) have improved both the quality and quantity of research and public service at higher education institutions; (5) have colleges and universities able to compete for the very best faculty and staff; and (6) allocate sufficient resources to higher education institutions to allow them to meet the goals of the Tennessee Challenge 2000 program. The bulk of the report consists of 22 appendixes, which present data relevant to the attainment of the program goals and benchmarks. The data includes tables and charts on enrollment trends, degrees awarded, persistence-to-graduation, transfers, admissions, standardized test scores, accreditation, job placement, and expenditures. (MDM)

ED 375 786 HE 027 885

McGuinness, Aims C., Jr.
A Framework for Evaluating State Policy Roles in Improving Undergraduate Education: Stimulating Long-Term Systemic Change. State Policy & College Learning.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Improvement; *Educational Policy; *Government Role; Higher Education; Models; *Policy Analysis; Politics of Education; *State Government; *Undergraduate Study

This report focuses on the shifting landscape of state roles in higher education and the public policy connections to quality undergraduate programs. The State Policy and College Learning project was initiated to generate state policies that would have a constructive impact on the efforts of colleges and universities to improve undergraduate education. A policy review was carried out in the pilot states of Colorado, Maine, New Jersey, Vermont, and Washington, to determine how specific policies or policy combinations contribute to or detract from organizational practices that support good practice. The pilot states then brought together political and higher education leaders to consider the results of the policy review. The project demonstrated that state issues and interests cannot be addressed in isolation; they must be a part of an examination of the overall, systemic impact of state policy on higher education. It found that each state's history, economy, and political culture are important determinants of higher education policies and practices and that state coordination is in transition. The report concludes with recommendations that states should engage in periodic, comprehensive evaluations of state policy and structure and broaden the array of policy scenarios and choices. An appendix contains the policy audit form. Contains 14 references. (JDD)

ED 375 843 IR 055 235

The Alabama Long Range Program for Library Development 1994-1998.
PUB DATE- Sep 93
NOTE- 36p.; For the 1993 Alabama Public Library Service Annual Report, see IR 055 233; for the 1993 directory and statistical report, see IR 055 237; for the 1989-1993 long range program, see ED 306 961.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Administration; *Library Cooperation; *Library Facilities; Library Networks; *Library Planning; *Library Services; Long Range Planning; Mission Statements; Needs Assessment; *Public Libraries; *Shared Library Resources; State Libraries; Statewide Planning
IDENTIFIERS- *Alabama Public Library Service; Library Services and Construction Act

This document contains the long range plan of the Alabama public libraries. The purpose of presenting this program is to meet the requirements of the Library Services and Construction Act (LSCA) and to assess, prioritize, and communicate library needs to librarians, officials, and the public to provide adequate library service to the citizens of Alabama. The introduction to the report gives an overview of the duties and services of the State Library Agency. The needs assessment component is then presented. It covers the following areas: public libraries; the library public, including persons with disabilities, the disadvantaged, minority, institutionalized, elderly, and limited-English speaking populations; and interlibrary cooperation and resource sharing. The mission statement and library roles are also presented. Finally, the following goals are presented, each with correlating objectives and tasks: (1) to provide information resources; (2) to provide for new construction or renovation; and (3) to support resource sharing. Appended materials include maps showing the public library systems and independent libraries in Alabama, statistics on state and county populations by selected characteristics, and a glossary of acronyms used in the report. (JLB)

ED 375 882 JC 940 598

Grosset, Jane
A Profile of CCP (Community College of Philadelphia) Transfers to State System Higher Education Universities, 1988 to 1993. Institutional Research Report No. 74.
PUB DATE- Jan 94
NOTE- 28p.; For a related report, see JC 940 600.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; Females; Followup Studies; *Grade Point Average; Higher Education; Males; *Outcomes of Education; School Holding Power; *Student Characteristics; Two Year Colleges
IDENTIFIERS- Community College of Philadelphia PA

In fall 1993, a study was conducted at the Community College of Philadelphia (CCP) to examine characteristics and outcomes for 264 former students who had transferred to State System of Higher Education (SSHE) universities between 1988 and 1993. The SSHE universities provided data regarding student major, credits transferred, current enrollment status, cumulative grade point average (GPA), gender, race, and age. In addition, CCP collected information from its institutional database on CCP graduation status, number of semesters enrolled at CCP, and cumulative credits earned. Study findings included the following: (1) in general, the SSHE universities did not attract large numbers of CCP transfers, with the exception of West Chester and Cheney which enrolled 98 and 91 CCP students, respectively; (2) while roughly as many females as males transferred, females were underrepresented in the transfer group when compared to their college-wide enrollment; (3) students between 18 and 25 years of age were more likely to transfer than older students; (4) 52.4% of the students were white, while 44.8% were Black; (5) an average of 62 credits were transferred; (6) 48.9% earned a 2.0 to 2.99 GPA at the transfer university, while 26.5% earned a GPA between 3.0 and 4.0; (7) in general, students met with slightly more academic success at CCP than at the transfer university; (8) 37.1% earned either an associate degree or certificate prior to transfer; and (9) the most common programs of study at SSHE universities were education, business, and social science programs. Data tables are included. (KP)

ED 375 900 JC 940 617

Point of Graduate Survey 1993-94. Report of Findings.

PUB DATE- Sep 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; Community Colleges; Educational Certificates; *Educational Environment; Graduate Surveys; Institutional Evaluation; *Participant Satisfaction; Program Improvement; *School Effectiveness; *Student Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Sinclair Community College OH

In 1993-94, Sinclair Community College (SCC), in Ohio, conducted a survey of 1,650 associate degree and certificate candidates to determine their perceptions regarding their educational experiences at SCC. A total of 505 candidates completed the survey, for a response rate of 30.6%. Using a 5-point scale, with 1 indicating "excellent" and 5 indicating "poor," students were asked to rate courses in their major with respect to the quality of instruction, testing and grading, faculty attitudes, course content, instructional materials, class size, course variety, and course availability. Analysis of the findings indicated that, consistent with previous surveys, the quality of instruction was the most highly rated area, receiving a mean score of 1.58. Conversely, the availability of courses was the lowest rated category, receiving a mean rating of 2.22. Further analysis showed significant differences between divisional responses, with least positive ratings coming from engineering technologies and performing arts graduates. Respondents were also asked to rate selected student or institutional services if they had used the service at least once during the last two years. The majority of students indicated that services were excellent or good, while a slight decline in mean ratings from previous years was noted for adult reentry, tutoring, and grounds maintenance. Finally, financial aid and parking received the lowest mean ratings at 2.84 and 2.72, respectively. The survey instrument is appended. (KP)

ED 375 996 RC 019 829

Ley, Joyce
School Restructuring Options/Alternatives: Synthesis on Attitudes Expressed by Participants of the Montana Rural Education Conference (16th, Dillon, Montana, June 22-24, 1994). Follow-up Report to the Montana Rural Education Center.
PUB DATE- Sep 94
NOTE- 9p.; For conference summary, see ED 373 954.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Attitudes; *Community Control; Consolidated Schools; *Coordination; Educational Economics; Efficiency; Elementary Secondary Education; Regional Cooperation; Resource Allocation; *Rural Education; *School District Autonomy; *School District Reorganization
IDENTIFIERS- *Local Control; *Montana

This report synthesizes the experience-based ideas that emerged from small group interaction at the 16th annual Montana Rural Education Conference, which focused on the pros and cons of school district consolidation. Conferees first heard from panelists and speakers expressing a spectrum of positive and negative positions on the consolidation issue, and then divided into seven small, heterogeneous groups. Four attitudes were expressed by numerous individuals and through consensus across at least three of the seven groups. These were: (1) voluntary consolidation was not viewed with great opposition, but forced consolidation was abhorred; (2) there was strong identification with local control of local schools; (3) regional consolidation of educational services offers potential for better use of limited financial resources and improved operational efficiency; and (4) education is more than a function of cost. The report expands upon each of these topics and also delineates other suggestions that were put forth by only one or two groups or several individuals. The majority of conferees seemed receptive to positive merits of restructuring Montana's schools as long as the element of local control remains vital and changes are made incrementally and are well monitored throughout implementation. The small group interaction activity sheet used at the conference is appended. (RAH)

ED 376 013 RC 019 866

Smith, Anita
Kids, Parents, and Teacher Go Camping Together Naturally!!! Project SEED.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Activity Units; *Camping; *Curriculum Enrichment; Environmental Education; Experiential Learning; First Aid; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; *Outdoor Education; Parent Participation
IDENTIFIERS- *Survival Training

This paper describes a curriculum unit that combined an overnight camping experience with survival training. The program was implemented with fifth grade students, but is appropriate for students in grades 4-8. Pre-camp learning activities included integrating first aid techniques in science class, reading survival trade books in reading class, researching and writing outdoor survival skill information in writing class, and learning map and compass-reading skills in math and social studies classes. The camp-out was planned by students, and they were responsible for setting up camp, making the fire ring, scavenging for wood, and planning activities. During the afternoon and evening, students participated in nature hikes and scavenger hunts; supper was cooked by the students; and special programs were arranged such as star gazing, campfire songs, and games. In the morning, students broke camp, ate breakfast, and prepared for their morning workshops. Parent volunteers conducted workshops for small groups of students on map and compass reading, first aid, foraging for food, shelter building, plant identification, and other survival themes. This program was successful because students were encouraged to take an active role in their learning. Additionally, the camping

experience tied together classroom learning activities. Includes resources needed for program implementation. (LP)

ED 376 056 SE 055 124

Kyle, William C., Jr., Ed.
The Teaching and Learning of Biological Evolution.
PUB DATE- May 94
NOTE- 153p.; Covered at the article level by "Current Index to Journals in Education" (CIJE).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Biology; Criticism; Elementary Secondary Education; *Evolution; Higher Education; *Science Education; Textbook Evaluation

Evolution education is of increasing interest to the science education community. This special issue of the "Journal of Research in Science Teaching" has been devoted to the subject of evolution. The following articles are included: (1) "Evolution: Biological Education's Under-Researched Unifying Theme" by Catherine L. Cummins, Sherry S. Demastes, and Mark S. Hafner; (2) "Conceptions of Natural Selection: A Snapshot of the Sense-Making Process" by John Settlage, Jr; (3) "Identifying Critical Junctures in Learning in a College Course on Evolution" by John E. Trowbridge and James H. Wandersee; (4) "Evolution in Secondary School Biology Textbooks of the PRC, the USA, and the Latter Stages of the USSR" by Frederick A. Swarts, O. Roger Anderson, and Frank J. Swetz; (5) "A Study of the Presence of Evolutionary Protoconcepts in Pre-High School Textbooks" by Kodi R. Jeffery and Linda E. Roach; (6) "Teaching Evolution and Natural Selection: A Look at Textbooks and Teachers" by Maria Pilar and Jimenez Aleixandre; (7) "From Down House Landlord to Brazilian High School Students: What Has Happened to Evolutionary Knowledge on the Way" by Nelio Marco Vincenzo Bizzo; (8) "Conceptualizing a Teaching Experience on the Development of the Idea of Evolution: An Epistemological Approach to the Education of Science Teachers" by Ruth Zuzovsky; (9) "The Great Evolution Trial: Use of Role-Play in the Classroom" by Jonathan Duveen and Joan Solomon; (10) "Comments and Criticism"; (11) "Point: Belief, Understanding, and Teaching of Evolution" by William W. Cobern; and (12) "Counterpoint: Belief, Understanding, and the Teaching of Evolution" by Mike U. Smith. (ZWH)

ED 376 136 SP 035 531

Preston, Barbara; And Others
Initial Teacher Education in Australia: A Study in Progress. A Background Paper and Workshop Material.
PUB DATE- 5 Jul 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Needs; National Surveys; Partnerships in Education; *Preservice Teacher Education; Program Development; Program Implementation; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Australia

This paper outlines the need for a more substantial and publicly available base of information and analysis of initial teacher education in Australia, so that the school teaching profession, school authorities, and the Commonwealth can join with teacher educators in developing optimal programs, policies, and strategy. The paper then describes a project to gather information from all initial teacher education programs in Australia and to collect in-depth information about key programs which best exemplify particular approaches or innovations. Information to be collected will address course philosophy and objectives, course structure, content, pedagogy and sites of learning, assessment methods and criteria; and partnerships and collaboration in course development and/or delivery. Appended to the paper is a response sheet for workshop participants to indicate their perceptions of areas in which data collection, analysis, and dissemination are needed. (Contains 11 references.) (JDD)

ED 375 766 HE 027 865

Statistical Report: Fiscal Year 1993. September 1, 1992-August 31, 1993.

PUB DATE- 93
NOTE- 693p.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); Allied Health Occupations Education; College Credits; College Faculty; Community Colleges; Degrees (Academic); Dental Schools; Educational Facilities; Educational Finance; Enrollment; Enrollment Trends; Ethnicity; Governing Boards; *Higher Education; Institutional Characteristics; Medical Schools; Out of State Students; Private Colleges; Public Colleges; Sex Differences; State Aid; State Colleges; State Legislation; State Universities; Statistical Data; Student Financial Aid; Tables (Data); Teacher Salaries; Teacher Student Ratio; Vocational Schools
IDENTIFIERS- *Texas

This is a statistical report for the fiscal year 1993 for Texas public and independent institutions of higher education. Listed first are all institutions of higher education in the state including universities, health-related institutions, community colleges, senior colleges, and junior colleges. A section on enrollment offers data on 5-year trends including enrollment by classification, ethnic origin, and gender, first-time freshmen; retention of freshmen and transfer students by ethnic origin and gender; as well as enrollment figures by residence status. A section on credit hours includes figures on credit hours by level, program, and semester. A section on degrees awarded lists degrees awarded by level, ethnicity, gender, and program

at public universities, public community and technical colleges, and public health related institutions. A section on faculty includes data on rank, ethnicity, gender, and tenure status as well as salaries, and student-faculty ratios. A section on governing board members and non-faculty personnel provides data by ethnicity and gender. A section on facilities covers investment in physical plant and net assignable facilities space. Data on appropriations covers all funds and general revenue. A section on student financial aid includes data on recipients by ethnicity and gender, on the Hinson-Hazlewood loan program, on loan forgiveness and repayment, on grants, and on student scholarship and employment programs. A final section contains profiles of the 35 public universities. (JB)

ED 375 805 IR 016 848

Information Security and Privacy in Network Environments.

PUB DATE- Sep 94
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Computer Networks; *Computer Security; Federal Government; Freedom of Information; *Government Role; Information Dissemination; *Information Networks; *Information Policy; Intellectual Property; *Privacy
IDENTIFIERS- *Cryptography; Office of Technology Assessment

The use of information networks for business and government is expanding enormously. Government use of networks features prominently in plans to make government more efficient, effective, and responsive. But the transformation brought about by the networking also raises new concerns for the security and privacy of networked information. This Office of Technology Assessment (OTA) report was requested by the Senate Committee on Governmental Affairs and the House Subcommittee on Telecommunications and Finance. The report begins with background information and an overview of the current situation, a statement of the problems involved in safeguarding unclassified networked information, and a summary of policy issues and options. The major part of the report is then devoted to detailed discussions of policy issues in three areas: (1) cryptography policy, including federal information processing standards and export controls; (2) guidance on safeguarding unclassified information in federal agencies; and (3) legal issues and information security, including electronic commerce, privacy, and intellectual property. Appendices include Congressional letters of request; the Computer Security Act and related documents; evolution of the digital signature standard; and lists of workshop participants, reviews, and other contributors. An index is provided. A separately published eight-page OTA Report Summary is included. (JLB)

ED 375 824 IR 016 885

Children's Television (Part 2). Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce. House of Representatives, One Hundred Third Congress, Second Session (June 10, 1994).

PUB DATE- Jun 94
NOTE- 140p.; Serial No. 103-121. Reproducibility varies widely.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; *Childrens Television; Educational Media; *Educational Television; Elementary Secondary Education; *Federal Legislation; Hearings; Television Commercials
IDENTIFIERS- Congress 103rd

The topic of this hearing was the Children's Television Act of 1990. This act was designed to increase the choices for children and to give parents and families the possibility of finding educational programming to supplement other children's programs. The Act has two major provisions. First, it established time limits on the amount of advertising that could be shown during children's programs. The second requires broadcasters to serve the educational and informational needs of the child audience including programming specifically designed to meet these needs. This hearing focused on whether this law has changed the landscape for children in the almost four years it has been in effect. Testimony was presented by: (1) Rosanne K. Bacon, Executive Committee member, National Education Association; (2) David V. B. Britt, President, Children's Television Workshop; (3) Linda Cochran, Vice President, WSYT-TV, Syracuse, New York; (4) Margaret Loesch, President, Fox Children's Network; (5) Linda Mancuso, Vice President, Saturday Morning and Family Programs, NBC; (6) Kathryn C. Montgomery, President, Center for Media Education; (7) Kent Takano, Producer, "Scratch" Teen Magazine Program; and (8) Paul Zaloom, actor, "Beakman's World." A statement submitted for the record by Jeanette B. Trias, President, ABC Children's Entertainment, concludes this hearing report. (JLB)

ED 375 918 JC 940 638

Roueche, Suanne D., Ed.
Innovation Abstracts, Volume XVI, 1994.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.;
  Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Communication; *Classroom Techniques; *College Instruction; Community Colleges; Cooperative Learning; Cooperative Programs; *Faculty Development; Instructional Development; Instructional Improvement; *Instructional Innovation; *Learning Activities; Learning Strategies; Spanish; Speech Instruction; Teacher Effectiveness; Teacher Improvement; *Teaching Methods; Teaching Styles; Test Coaching; Two Year Colleges; Writing Instruction

This volume of 30 one- to two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the abstracts include: (1) music in the biology classroom; (2) pairing English as a second language and freshman composition students in writing activities; (3) moot court exercises in public law classes; (4) applying current events to economics classes; (5) junior high school/college collaborative learning; (6) tailoring college curricula to fit customer needs; (7) helping students make the transition from the social to the learning mode; (8) cultural diversity for faculty and curriculum development; (9) the use of academic warmups in class; (10) teaching ethics across the curriculum; (11) employing structured conversations in conversational Spanish; (12) the use of editorials in writing classes to engage the campus community; (13) taking roll and learning names; (14) experiential learning; (15) a course examining criminals in literature; (16) interactive drama to teach community concerns; (17) the use of freewriting; (18) assessing instructional strategies; (19) talk-alouds for student assessment; (20) technology in teaching; (21) a group method for teaching public speaking; (22) survival Spanish for college staff; (23) teaching students how to achieve excellence; (24) creative writing in history classes; (25) recruiting women engineering students; (26) journal article dissection in biology; (27) innovative topics for speech classes; (28) encouraging students to build academic libraries; (29) a bilingual computer class; (30) portfolio creation; (31) benefits of group papers; (32) increasing student participation in business classes; (33) criminal law and fairy tales; and (34) teaching empathy in nursing classes. (KP)

ED 375 938 PS 022 574

Forsythe, Hazel; Wesley, Myrna
Nutrition Education Needs of Early Childhood Teachers.
PUB DATE- 94
NOTE- 5p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (45th, New Orleans, LA, April 11-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; Computer Assisted Instruction; Courses; Early Childhood Education; Independent Study; Inservice Education; *Needs Assessment; *Nutrition; *Nutrition Instruction; *Preschool Teachers; State Surveys; *Teacher Attitudes
IDENTIFIERS- *Kentucky

This study sought to determine the needs of early childhood teachers in Kentucky for education to help them manage children's nutrition in early childhood programs. The study also sought to determine whether formal classes, self-study via computer, or site-based inservice workshops is the most desirable format for teacher nutrition education. A survey of 382 teachers at licensed centers and Head Start and Early Start programs found that more than three-fourths of respondents believed that teachers should: (1) know how to recognize signs of malnutrition; (2) know how to plan creative meals and snacks; and (3) complete classes in nutrition education. Although the majority felt that they could identify the signs of malnourishment in children under their care and develop healthy meals for children, large minorities felt they could not. Of the 311 teachers who responded positively to a personal need for nutrition education, 78 percent favored inservice workshops, 70 percent favored formal classes, and 40 percent favored self-study via computer. Other teacher attitudes towards child nutrition and nutrition education are discussed. Overall, the results indicate a need for nutrition education programs for early childhood teachers. (MDM)

ED 375 958 PS 022 754

Chen, Milton
The Smart Parent's Guide to Kids' TV.
PUB DATE- 94
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Children; *Commercial Television; *Critical Viewing; Mass Media Effects; Mass Media Role; Mass Media Use; *Parent Role; Programming (Broadcast); *Television Viewing; *Visual Literacy
IDENTIFIERS- *Media Literacy

This book is a practical, accessible guide for parents on the use of television with children in today's media-focused world. It offers parents practical techniques and strategies to take control of the types of programs and amounts of television their children watch. Parts 1 and 2 of the book contain views on parenting in general and some background on television commercial content and messages. Parts 3 and 4 discuss how parents can take control of family viewing through a family TV diet and connect educational shows with other learning experiences. Part V looks at other media, such as computers and video games, and at how to apply the book's general ideas to current and future electronic media that are used in the home. Some questions addressed in the guide are: (1) how much TV is too much; (2) is television violence giving kids the wrong message; (3) is there educational value in cartoons; (4) can television viewing shorten a child's attention span; (5) are TV stars healthy role models for kids; (6) does TV inhibit children's reading skill development; (7) is the government doing anything to improve the quality of television programming; (8) how do parents make TV an educational experience for the whole family; and (9) what impact will future technology have on children. The guide contains 48 references and a resource guide listing selected organizations, print materials, and videos that can help parents become more active consumers of children's television. (TJQ)

ED 375 978 PS 022 838

Vigo, Brenda S.

Parents as Partners in Child Care and Development: Three Programme Strategies on Parent Education in the Philippines.

PUB DATE- Jun 94
NOTE- 18p.; Paper presented at the International Conference, "Stronger Children-Stronger Families" (Victoria, British Columbia, Canada, June 20-23, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Delivery Systems; Early Childhood Education; Educational Radio; Females; Foreign Countries; Functional Literacy; Health Education; *Home Programs; Home Visits; *Outreach Programs; *Parent Education; Parent Participation; Program Descriptions
IDENTIFIERS- *Parent Empowerment; Philippines; UNICEF; United Nations Convention on Rights of the Child; World Summit for Children 1990

This paper describes the implementation of three major parent education programs and their strategies. Following an introduction to the efforts made in the Philippines to empower parents, the paper briefly describes the Programme of Cooperation and the Education for All National Plan of Action. Three case studies, all of which use different parent education strategies are described. Parent Effectiveness Services (PES) provides parent education and family empowerment by using community or home-based strategies, such as forming neighborhood parent groups, and training parents through home-visits and radio broadcasts. Positive changes in child rearing practices were recorded by the program, and the radio was found to be an effective medium for communication. The Nutrition Center of the Philippines (NCP), the program in the second case study, adopts a strategy of teacher-child-parent networks to strengthen health and nutrition education in primary schools; its success has resulted in its adoption in other countries. The last case study deals with the Non Formal Education/Female Functional Literacy (NFE/FFL) project, which integrates parent education and literacy programs, particularly of mothers. This strategy devises functional literacy material that relates to parent education. The three programs and strategies described make important contributions to the broader World Summit Goals for Children and the United Nations Convention on the Rights of the Child. (BAC)

ED 376 117 SP 035 440

Mathies, Bonnie K.
Technology in Authentic Assessment. Portfolios: Addressing the Multiple Dimensions of Teaching and Learning.
PUB DATE- 17 Feb 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Science Education; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Higher Education; Library Science; Microcomputers; *Portfolio Assessment; *Preservice Teacher Education; *Student Evaluation; Teacher Education Programs; Video Equipment
IDENTIFIERS- *Authentic Assessment; Preservice Teachers; *Wright State University OH

Authentic assessment directly examines student performance on worthy intellectual tasks. The student determines the topic, the time allotted, the pacing, and the conditions under which the examples are generated. Authentic assessment is labor intensive, time-consuming, and expensive. Technology can provide the means for students to reflect on authentic tasks that will be part of their professional life. The graduate programs in Library Media and Computer Education at the Wright State University College of Education and Human Services in Dayton (Ohio) require a portfolio as part of students' culminating activities. The portfolio requirements are explained in an entry course, and the portfolio is finished and presented during an exit course. There is an infusion of authentic assessment opportunities throughout the entire program of study for inclusion in the portfolio. For example, students assemble videotapes with examples of lessons taught and skill-dependent tasks, and students collaborate with faculty to solve problems via electronic mail. The use of technology in authentic assessment is beneficial in that students can be assessed on their knowledge; course assignments can support a variety of learning styles; and testing activities can replicate constraints and opportunities encountered in real-life professional situations. (JDD)

ED 376 155   SP 035 576

Cunliffe, Annette
How Do Science Teachers Become Professionals? Implications of
  Case Studies of Two Beginning Teachers.
PUB DATE- Jul 94
NOTE- 30p.; Paper presented at the Annual Meeting of the
  Australian Education Association (Brisbane, Queensland,
  Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Beginning Teacher Induction;
  Beginning Teachers; Case Studies; Cognitive Mapping; Concept
  Formation; Foreign Countries; Higher Education; Individual
  Development; *Preservice Teacher Education; Science
  Instruction; *Science Teachers; Secondary Education; Student
  Teachers; Student Teaching; *Teacher Attitudes
IDENTIFIERS- Australia

A longitudinal case study was conducted to explore changes in how beginning science teachers conceptualize science teaching. The current study explored the development of two of these teachers who were chosen because of their contrasting levels of expertise after their first semester of independent teaching. The research was designed to elicit the participants' personal beliefs about science teaching and science teachers. Three data collection methods, concept mapping, a repertory grid interview technique and stimulated recall interviews were used to allow triangulation. Data were collected as early as possible in the preservice year, at the end of that year and after one and three semesters of independent teaching. The initial stimulated recall interview for each participant occurred during the first continuous 3-week teaching experience. Findings raised questions about possible implications for selection, preservice education, and induction of science teachers to enhance the quality of the contribution of new members of the profession. Appendixes show the frequencies of comments in different categories in each stimulated recall interview, the focused forms of each repertory grid, and concept maps drawn at each stage. (Contains 26 references.) (LL)

ED 376 174 TM 022 137

Reinen, Ingeborg Janssen; Plomp, Tjeerd
Gender and Computer Use: Another Area of Inequity?
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Access to Education; *Computer Uses in Education; *Educational Technology; Elementary School Students; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; International Studies; *Males; Secondary School Students; *Sex Differences; Technological Advancement
IDENTIFIERS- *Computer Equity; Computers in Education (IEA)

Data from the Computers in Education project (Comped) are used to study the state of the art with respect to gender and computer use in a number of countries. The Comped project of the International Association for the Evaluation of Educational Achievement (IEA), which was conducted in about 20 countries in 1989, involved over 70,000 students in 10 countries in 1992. A Functional Information Technology Test was given to students in the Comped study. Results indicate that the gender equity concerns of many educators, who fear computer use causes or preserves differences between male and female students, are well founded. Females know less about information technology, enjoy using computers less, and perceive more software problems than males. Sex of students is a factor with substantial influence on student achievement internationally. Possible causes for the differences and what might be done about them are outlined. One table and five figures illustrate the analyses. (Contains 10 references.) (SLD)

ED 376 034 SE 054 720

Grants for Science Education, 1994.
PUB DATE- 94
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Biomedicine; *Grants; Higher Education; *Research; *Science Education; Secondary Education

To help strengthen education in medicine, biology, and related sciences, the Howard Hughes Medical Institute (HHMI) launched a grants program in those areas on 1987. The grants support graduate, undergraduate, precollege and public science education, and fundamental biomedical research abroad. This document provides summaries of all projects receiving grants in 1993 and is also, in effect, a 1993 annual report for each programmatic area supported by HHMI. (ZWH)

ED 376 081 SE 055 424

Ellis, Arthur B.; And Others
Teaching General Chemistry: A Materials Science Companion.
PUB DATE- 93
NOTE- 581p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Demonstrations (Science); Instructional Materials; Physical Chemistry; *Science Curriculum; Science Instruction; Secondary Education
IDENTIFIERS- *Materials Science

Many teachers and other educators have expressed a concern regarding the lack of student interest in many of the traditional science courses. To help rectify this problem a collaborative effort among educators and others concerned has led to the development of instructional materials that are more relevant to the lives of students. This document is the result of one such effort. This volume of Teaching General Chemistry focuses on demystifying materials chemistry so that the relationships of synthesis, processing, structure, bonding, and physical/chemical properties can be readily studied in introductory chemistry courses. This document also intended to refreshen and enliven general chemistry by providing a method to maintain student interest while illustrating the basic ideas that are important to an understanding of chemistry. Chapters are: (1) An Introduction to Materials Chemistry; (2) Atoms and Electrons; (3) Stoichiometry; (4) Determination of Structure Using Diffraction Data; (5) Common Crystalline Structures; (6) Defects in Solids; (7) Electronic Structure of Crystalline Solids; (8) Chemical Equilibrium: Acid-Base and Redox Analogies in Solids; (9) Applications of Thermodynamics: Phase Changes; and (10) Synthesis of Materials. Fifteen laboratory experiments are included and five appendixes containing a glossary, supplier information, a journal, answers to selected problems, and an index are attached. (Includes 55 demonstration). (ZWH/AA)

ED 375 747 HE 027 842

The Status of Higher Education in Tennessee, Including the Fourth Annual Report on Progress toward the Goals of Tennessee Challenge 2000 for the State's Public Higher Education Institutions and the First Annual Report on Contributions of the State's Independent, Regionally Accredited Higher Education Institutions.
PUB DATE- 28 Jan 94
NOTE- 57p.; For the 1993 annual report, see HE 027 841. For the master plan, see ED 318 356.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); College Admission; College Faculty; Educational Attainment; *Educational Improvement; *Educational Objectives; Enrollment; Equal Education; Financial Support; *Higher Education; Long Range Planning; Private Colleges; Program Descriptions; *Program Evaluation; State Colleges; State Programs; *State Standards; State Universities; Teacher Education
IDENTIFIERS- *Benchmarking; *Tennessee

This is the fourth annual report on Tennessee's progress toward meeting statewide higher education goals delineated in the 1989 "Tennessee Challenge 2000" program. For the first time it also includes data on independent colleges and universities within the state. The report outlines the six goals, specific benchmarks for each goal, and the progress toward such goals and benchmarks accomplished over the last several years. The goals stipulate that by the year 2000, Tennessee will: (1) be among the leading Southern states in providing college education to its citizens; (2) be a national leader in improving the quality of instructional programs; (3) have colleges and universities ranked among the nation's best in teacher preparation; (4) have improved both the quality and quantity of research and public service at higher education institutions; (5) have colleges and universities able to compete for the very best faculty and staff; and (6) allocate sufficient resources to higher education institutions to allow them to meet the goals of the Tennessee Challenge 2000 program. The report contains 21 appendixes, which present data on enrollment trends, degrees awarded, persistence-to-graduation, transfers, admissions, standardized test scores, accreditation, job placement, and expenditures. (MDM)

ED 375 844 IR 055 236

Sutherland, Louise, Comp.; And Others
Strengthening Research Library Resources Program. Abstracts of Funded Projects 1991. Title II-C, Higher Education Act.
PUB DATE- Aug 94

NOTE- 77p.; For the 1990 abstracts, see ED 346 872; for a 10-year profile of the program, see ED 338 259.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; *Cataloging; *Federal Aid; Financial Support; Higher Education; *Library Collection Development; Library Funding; Library Materials; Library Networks; Library Services; Microreproduction; Online Catalogs; *Preservation; *Research Libraries; Shared Library Resources
IDENTIFIERS- *Higher Education Act Title II; *Strengthening Research Library Resources Program

In fiscal year (FY) 1991, the U.S. Department of Education made 36 awards totaling $5,854,924 under the Strengthening Research Library Resources Program (Higher Education Act Title II-C) to 26 major research libraries throughout the country. The funding supports research library projects designed to make certain rare and unique materials more accessible. This is accomplished through three major kinds of activities: bibliographic control, preservation, and collection development. This document contains abstracts of the projects funded in FY 1991 listed alphabetically by institution. The information provided in the abstracts includes: institution; project director(s); program focus; grant period; FY 1991 funding; grant number; and title and description of the project. An analysis of the FY 1991 applications and grantees is also presented. Tables and figures of project statistics are appended. (JLB)

ED 375 865 JC 940 514

Fujimoto, Jack
Partnership 2000: Improving the Workforce through Partnerships. Monograph.

PUB DATE- 15 Aug 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Education Work Relationship; Faculty Development; *Government School Relationship; Internship Programs; *Labor Education; *Partnerships in Education; *School Business Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *Partnership 2000 CA

Partnership 2000 is a joint collaborative effort of labor, education, and industry in California created to address the needs of employees through vocational and technical education provided by community colleges and affiliated training institutions. Partnership 2000's long-range goals are to: (1) improve student access to vocational education programs; (2) promote private sector and community college participation and coordination; (3) increase student job placement or further educational opportunities; (4) develop faculty renewal and recency programs with industry; (5) revise vocational education curricula to incorporate new technology; (6) orient faculty to the use of high technology to teach and train students; (7) stimulate discussions to focus on vocational education issues from global and national perspectives. Part I of this report describes Partnership 2000, its formation, and goals. Part II highlights some exemplary partnerships formed through the program, including partnerships between community colleges and public utilities; a project involving the Los Angeles Community College District, the Los Angeles Unified School District, and the Industry Education Council of California in planning 2 2 2 curricula in the areas of aeronautics, fashion merchandising, and manufacturing; a high technology demonstration project; and a health care issues forum. Part III describes the Partnership 2000 process, highlighting the formation of ED NET. Part IV relates experiences with exemplary aviation partnerships, while part V summarizes 1993-93 Partnership 2000 activities, including forums, and faculty and student internships. Finally, part VI offers comments on the future of Partnership 2000. Extensive appendixes contain more detailed information on the aviation partnerships. (KP)

ED 375 901 JC 940 618

Graduate Survey, 1994. Report of Findings.

PUB DATE- Sep 94
NOTE- 35p.
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Educational Benefits; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Salaries; *Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- Sinclair Community College OH

A survey was conducted of 1992-93 graduates from Sinclair Community College, in Ohio, to determine graduates' perceptions of their experiences and benefits received while attending Sinclair, as well as information on graduates' current salaries. Questionnaires were mailed to the 1,298 graduates from the 1992-93 academic year, resulting in 348 completed surveys for a response rate of 26.8%. Study findings included the following: (1) 70.4% of the respondents were female, 9% were minority students, and the mean age was 33.3 years old; (2) 59.8% of the respondents had changed their major field of study and 41.4% finished in a different academic division; (3) 40.2% took more than 6 years to complete their degrees; (4) 50.2% gave a rating of 4 out of 5 to the quality of the education at Sinclair, while 42.6% gave a rating of 5 out of 5; (5) 96.2% agreed with the statement that their education at Sinclair contributed to an increase in self-confidence; (6) other commonly cited benefits were improved job performance (95.4% agreed), attained technical knowledge (94.3% agreed), improved communication skills (93.8% agreed), and increase value in the job market (92.9% agreed); (7) the least agreement was expressed regarding increased chances for promotion (17.3% disagreed) and increased earning power (16% disagreed) as a result of their education; (8) of the 207 graduates responding to the question, 97% stated that they would attend Sinclair again; and (9) for the 164 students who began working in their chosen field after graduation, the mean starting salary was $21,627, the mode was $30,000, the minimum earned was $5,923, and the maximum was $40,000. (KP)

ED 376 100   SO 024 473

Ruderman, Jim; Fauver, Bill
Keeping Them Apart: Plessy v. Ferguson and the Black Experience
in Post-Reconstruction America. A Unit of Study for Grades 8-12.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black History; *Blacks; Court Litigation; Grade 8; Grade 9; Grade 10; Grade 11; Grade 12; *History Instruction; Law Related Education; Primary Sources; *Racial Discrimination; *Racial Segregation; *Reconstruction Era; Secondary Education; Secondary School Curriculum; Social Studies
IDENTIFIERS- *Plessy v Ferguson; Supreme Court

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. This unit focuses on the black experience in the critical years after Reconstruction. Using the landmark decision in Plessy v. Ferguson in 1896, the unit opens with an examination of conditions in black America during the post-Reconstruction years. Political opportunities or lack thereof; economic and class status; as well as social interaction will be illustrated through documentary material. In the Plessy case, the U.S. Supreme Court interpreted the Fourteenth Amendment guarantees of due process and equal protection to mean that "separate but equal" facilities could be provided on the basis of race. By examining the Supreme Court's reasoning in Plessy within the historical context of the period, the student will be able to evaluate the successes and the failures of Reconstruction. By examining the Court's decision itself, students can investigate the nature of judicial review through an example of constitutional interpretation that stands in sharp contrast to the judicial activist character of the Warren Court's decision in Brown v. Board of Education nearly 60 years later. This unit challenges students to see the relationship between law and society and how prejudice works. The unit objectives are: students will evaluate the conditions of blacks in the north and south between 1875 and 1900 using documentary and statistical evidence; the successes and failures of Reconstruction for freedmen will be analyzed; students will identify Plessy v. Ferguson as an organized resistance by black leaders to segregation laws in the south; the Supreme Court's reasoning in this decision will be analyzed and; the concept of judicial review and its importance in American Constitutional government will be identified and discussed. Contains three references. (DK)

ED 375 787 HE 027 886

McGuinness, Aims C., Jr.; And Others
State Postsecondary Education Structures Handbook, 1994. State Coordinating and Governing Boards: Profiles, Roles and Responsibilities, Membership, Staffing.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 420p.; For the 1988 edition, see ED 305 849.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Educational Change; Educational Policy; Educational Trends; Governance; *Governing Boards; Government Role; *Government School Relationship; *Higher Education; Legal Responsibility; Postsecondary Education; *State Government; *Trend Analysis

This new edition provides a basic reference document for those interested in the historical background, current status, and emerging patterns of state higher education structures. The document begins with an introductory essay and overview of the changing structure of state higher education leadership. This includes an explanation of the functions of coordination and governance, a description of the evolution and current status of state structures, an overview of trends and issues, and guidelines for evaluation and reorganization. Tables then display, state-by-state, the legal status, responsibilities, membership, and staffing of state coordinating and governing boards and agencies. Narrative profiles of each state's higher education structure are also provided. The document concludes with addresses and telephone numbers of higher education executive officers in each state. Information was obtained primarily from state higher education executives and their staffs in each state. (Contains 43 references.) (JDD)

ED 376 014   RC 019 867

Beaulieu, Peter; Ossenfort, Pat
Maine Agricultural Foods. Project SEED.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Agriculture; Computer Uses in Education; *Experiential Learning; *Field Trips; *Foods Instruction; Interdisciplinary Approach; Intermediate Grades; Learning Activities; Nutrition; Rural Education; Secondary Education
IDENTIFIERS- *Maine

This paper describes an activity-based program that teaches students in grades 4-12 about the importance of Maine agriculture in their lives. Specifically, the goal is to increase student awareness of how the foods they eat are planted, harvested, and processed. The emphasis is on crops grown in Maine such as potatoes, broccoli, peas, blueberries, honey, apples, and pumpkins. Learning activities across the curriculum include developing map skills, studying the history of agriculture in Maine's economy and the local community, studying the healthful benefits of honey, examining different ways of preparing foods for later use, discovering the growing cycles of fruits and vegetables, examining methods of harvesting fruits and vegetables, writing advertisements for agricultural products, and studying the role of the Maine Department of Agriculture. After 2 weeks of classroom discussions, a field day is planned. Students are divided into groups and each group is placed in rotating stations covering potato picking, broccoli harvesting, potato prints, pumpkin painting, potato candy, french fries, blueberry pancakes, corn on the cob, apple crisp, and barrel rolling and hoisting. After 2 days of hands-on activities, the students and school lunch director develop a balanced meal with Maine products. The meal is then evaluated for its nutritional value through computer analysis. Includes a list of materials needed and cost of program implementation. (LP)

ED 376 035 SE 054 722

Wals, Arjen E. J.
Pollution Stinks! Young Adolescents' Perceptions of Nature and Environmental Issues with Implications for Education in Urban Settings.
PUB DATE- 94
NOTE- 242p.; Published with the support of the Dept. of Nature, Forests, Landscape and Wildlife of the Dutch Ministry of Agriculture, Nature Management and Fisheries.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Environmental Education; Foreign Countries; Junior High Schools; *Student Attitudes; *Urban Education
IDENTIFIERS- Environmental Issues; Netherlands

There are increasing concerns regarding the inability of many teachers to effectively reach children living in inner city areas. Numerous data show that despite previous efforts toward reform, students are still performing below expectation. In an effort to rectify this problem, many are looking more closely at the underlying issues that may be responsible for problems that exist in classrooms. In this book the inner city as well as suburban areas are explored in order to find out about young adolescents' motives and possibilities for learning about nature and the environment. The results of this research are published in this book and are intended to help produce the knowledge necessary for developing environmental education programs for young adolescents who grow up in predominately urban settings. (ZWH)

ED 376 057 SE 055 125

Bugs Don't Bug Us! A Live Action Video for Preschoolers Videotape .

PUB DATE- 91
NOTE- Running Time:35 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Audiovisual Aids; *Entomology; Instructional Materials; Preschool Education; *Science Education; Videotape Recordings
IDENTIFIERS- *Invertebrates

This action video for children 2-7 years old introduces many of the most common invertebrates that share our world with us. Students can explore the tiny world of insects, spiders, and other invertebrates by seeing close up how these organisms move, eat, and carry on other daily functions. Also included are tips on how to stimulate conversation and interest in the fascinating organisms that the students will meet. (ZWH)

ED 376 137 SP 035 533

Faire, Mary
Improving the Practicum: The Professional Development Needs of Lecturers, Associate Teachers and Student Teachers.
PUB DATE- Jul 94
NOTE- 12p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Education; Foreign Countries; Higher Education; Interprofessional Relationship; *Needs Assessment; Practicums; *Preservice Teacher Education; *Professional Development; Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors; Student Teaching
IDENTIFIERS- *New Zealand

Twenty New Zealand lecturers supervising third (final) year student teachers were interviewed and completed questionnaires about their supervision visits. Results focus on the professional development needs of the supervising lecturers and the associate teachers, and the ways in which student teachers could have been better prepared for their final teaching practice. Key factors in enhancing successful teaching practice and teaching practice supervision were the establishment of rapport between lecturer and student, rapport between the associate teacher and the lecturer, rapport between associate teacher and student teacher, and adequate time for the supervisory process. Relationships between associate teachers/student teachers and between associate teachers/supervising lecturers were also seen as factors inhibiting successful teaching practice. Professional development needs of lecturers focused on mentoring, induction courses, discussion groups, and feedback. Professional development needs of associate teachers focused on knowledge about School of Education expectations, competencies to expect of student teachers, feedback techniques, supervisory techniques, and student teacher autonomy. Student teachers expressed a need for additional preparation in articulating performance objectives and in doing unit planning. (JDD)

ED 375 728 HE 027 812

Bean, John P.; Vesper, Nick
Gender Differences in College Student Satisfaction. ASHE Annual Meeting Paper.

PUB DATE- Nov 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Career Choice; College Freshmen; *College Sophomores; College Students; *Females; Higher Education; Majors (Students); *Males; *Sex Differences; State Universities; *Student Attitudes; Student College Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Student Satisfaction

This study assessed gender differences in student satisfaction with college to further understand what contributes to student persistence and student outcomes. The study gathered data from 494 first and second year honors students (1,000 were originally surveyed) at a large midwestern research university. Of these, 175 were male and 319 were female. The analysis found that contact with advisors, having friends, and living on campus were significantly related to satisfaction for females but not for males. However, faculty contact, expected to be an important form of social interaction, was not significant to either group. Encouragement of parents, father's educational level, and choice of major and occupational certainty were significantly related to satisfaction for men but not women. Choice of major and occupational certainty were the most significant factors identified but only for men. Confidence in being a student and having attractive courses were important for both genders. Includes three tables. (Contains 38 references.) (JB)

ED 375 767 HE 027 866

Annunziato, Frank R.
Has the "Parade of Horribles" Begun? Supreme Court Rules that Licensed Practical Nurses are Supervisors, Under the National Labor Relations Act.
PUB DATE- Oct 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Collective Bargaining; Court Doctrine; Court Judges; *Court Litigation; Eligibility; Federal Courts; Higher Education; Labor Legislation; *Labor Relations; Legal Problems; Nurses; *Practical Nursing; *Supervisors
IDENTIFIERS- National Labor Relations Act; *National Labor Relations Board; National Labor Relations Board v Yeshiva Univ; *Supreme Court

This newsletter on collective bargaining in higher education and the professions devotes nearly all this issue to an analysis of a recent Supreme Court decision ruling that licensed nurse practitioners are supervisors who are therefore excluded from collective bargaining protection. The "National Labor Relations Board, Petitioner versus Health Care and Retirement Corporation of America, Supreme Court of the United States, 92-1964(1994)" decision, written by Justice Anthony Kennedy, overturned the National Labor Relations Board's (NLRB) earlier determination. It found that, because Licensed Practical Nurses (LPN) engage in at least one of 12 statutory supervisory activities listed in the National Labor Relations Act, exercise independent judgment, and hold such authority in the interest of the employer, they are, in fact, supervisors. The newsletter reviews the possible ramifications of the decision, examines the background to the decision, and looks closely at definitions of a supervisor in other statutes and earlier cases. It also reexamines in particular an earlier case cited as key to this case's reasoning: "NLRB Versus Yeshiva." The dissenting opinion written by Justice Ruth Bader Ginsburg is also examined. The final page contains a short article on college faculty strikes at four universities, and an announcement of the 23rd Annual Higher Education Collective Bargaining Conference. (JB)

ED 375 825 IR 016 886

Bauch, Werner

Features of VHS Recorders of Particular Interest for School Use.
ICEM Guidelines No. 7.

PUB DATE- Jun 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Media; Elementary Secondary Education; Equipment Evaluation; *Evaluation Criteria; Foreign Countries; *Video Equipment; Videotape Cassettes; *Videotape Recorders; Videotape Recordings
IDENTIFIERS- Europe; International Council for Educational Media

This discussion of features of VHS video recorders of particular interest to educators uses the Telefunken A 990 N HiFi and C 960 HiFi models as examples. It is reported that both of these models have stereo HiFi sound. This sound has excellent quality which makes it conducive for the teaching of foreign languages. The models are equipped with an electronic device for invisible and inaudible indexing, VISS (Video Index Search System). This indexing is done from the use of synchronizing pulse modulation. With this system, it is possible to add or erase indexes on videocassettes which have already been recorded. Another feature of interest is the "jog-shuttle" function incorporated in the remote control for the Telefunken A 990 N HiFi. This allows precise reverse and advance movement at different rates of slow and fast motion, and even frame by frame. The freeze-frame option is considered to be of special interest to teachers and is discussed in detail. (JLB)

ED 375 883 JC 940 599

Grosset, Jane
The Biasing Effects of Nonresponses on Information Gathered by Mail Surveys. Institutional Research Report No. 78.
PUB DATE- Jun 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Error Patterns; Followup Studies; Graduate Surveys; *Mail Surveys; *Questionnaires; *Research Methodology; *Response Rates (Questionnaires); *Statistical Bias; Two Year Colleges
IDENTIFIERS- Community College of Philadelphia PA

While mail surveys offer an efficient and cost effective means of gathering large amounts of student-related data in a relatively short time, surveys characterized by low response rates may have a biasing effect on information. To examine this bias, a study was undertaken of the characteristics associated with samples from three graduate follow-up surveys conducted at CCP between 1989 and 1991. Demographic characteristics, entering academic abilities, academic engagement, and persistence were examined for survey respondents, voluntary nonrespondents who received the survey and chose not to participate, and involuntary nonrespondents who did not receive the questionnaire due to an incorrect address. The most consistent group differences were associated with academic performance and persistence. Respondents earned higher grade point averages (GPA's) and persisted for a longer time than nonrespondents. Voluntary nonrespondents were less academically successful and persisted for longer periods than involuntary nonrespondents. Results indicate that survey results may be skewed since the more positive a student's academic experience, the more likely she/he is to respond. The following strategies are suggested to reduce the number of nonresponses: (1) send a short, professional introductory letter and a simple, logical questionnaire; (2) include a self-addressed stamped envelope; (3) personalize the letter; (4) send a second survey to nonrespondents; and (5) remind students of the importance of making address changes. Contains 19 references. (KP)

ED 375 939 PS 022 576

Ferguson, E. Elaine
Where We Work: Nova Scotia Child Care Centres As Workplaces (1990-1993). Executive Summaries.
PUB DATE- Feb 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Age; Day Care; *Day Care Centers; Demography; Early Childhood Education; Educational Attainment; *Faculty Mobility; Foreign Countries; *Fringe Benefits; Sick Child Care; *State Surveys; *Teacher Salaries; Tuition; *Work Environment
IDENTIFIERS- Nova Scotia

These four executive summaries report the results of an annual survey of child care centers conducted in Nova Scotia (Canada) from 1990 through 1993. Between 20 and 45 centers participated in the surveys. Centers were questioned about the following: (1) size and location; (2) for-profit or non-profit status; (3) teacher, teacher-directors, and administrator salaries; (4) teacher ages; (5) staff turnover; (6) teacher education level; (7) staff fringe benefits; (8) working conditions; and (9) provisions for sick and special needs children. The 1990 survey also questioned centers about waiting lists, the use of volunteers, and tuition. Results indicated that the average Nova Scotia early childhood teacher is female, between 20 and 29 years old, and has attained a post-secondary certificate or diploma in early childhood education. She works an average of 38 to 39 hours per week, 49 to 50 weeks per year. Salaries range from 5.27 to 7.09 dollars per hour, depending on the for-profit or nonprofit status of the center and the teacher's length of employment. Profiles for average teacher-director and administrative director were similar, except for slightly higher salaries, slightly longer hours, and, for the administrative director, a university degree. Teacher turnover in the centers surveyed was about 30 percent, with most teachers leaving voluntarily. (MDM)

ED 375 959 PS 022 757

Karnes, Judith A.
Building Skills of Child Development Associates in Public School Settings through Weekly Inservice Sessions.
PUB DATE- 94
NOTE- 58p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Inservice Teacher Education; *Migrant Children; Migrant Education; *Preschool Education; Program Descriptions; Program Evaluation; *Program Implementation; Questionnaires; School Activities; *Staff Development; Teacher Attitudes; Teacher Workshops
IDENTIFIERS- CDA; *Child Development Associate; Clerical Skills

This practicum was designed to provide expertise to five child development associates and ten teacher assistants working in two preschool programs for migrant children. Emphasis was on the enhancement of program-related planning, curriculum development, curriculum implementation, and reporting skills. Weekly inservice workshops were developed and presented, in accordance with an agenda that incorporated praise for accomplishments, discussion of blunders, new action planning, follow-up, personal and professional development, and training sessions. Interviews, classroom observations, and school records were consulted to determine the effectiveness of the intervention program. The results indicated that the child development associates and teacher assistants were more able to complete school district and program-required paperwork with greater accuracy than before the intervention. The participants also reported feeling more comfortable in the classroom and less intimidated by classroom visits from the program administrator. (Two appendixes contain copies of the classroom evaluation form and survey of job description awareness. Contains 24 references.) (MDM)

ED 375 997 RC 019 831

Johnson, Michael N.
School Leaders and the Renewal of Rural Community: Dare the Schools Save an Old Social Order?
PUB DATE- 12 Aug 94
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Indian Wells, CA, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Development; *Democratic Values; Educational Change; *Educational Philosophy; Elementary Secondary Education; Entrepreneurship; Governance; Rural Areas; Rural Development; *Rural Education; *School Community Relationship
IDENTIFIERS- Community Viability; *Multinational Corporations; *Rural Renewal

Rural school and community renewal efforts may depend upon a reconceptualization of our democratic institutions and practices. During at least the last 130 years, we have come to judge our democratic institutions on the basis of whether they deliver the goods rather than develop our people. In the name of progress, efficiency, higher standards of living, and equal opportunity, our leaders have been willing to do nearly anything, and we have been willing to overlook nearly anything, so long as the goods have been delivered. Modern commercial practices exploit people and places in the pursuit of maximized profits. Having plundered the countryside and moved virtually the entire citizenry into the urban economy, multinational corporations are now beyond the control of any government and are moving toward the exploitation of the whole world. An alternative view of a good society is based on a conception of democracy in which human development rather than efficiency is the ultimate standard for evaluating systems of governance. As a foundation for rural renewal, this view acknowledges the interdependence of persons grounded in their particular place on earth. The purpose of education, then, is to learn to live in a place well, and educational practices for rural renewal focus on the local context, students' entrepreneurial skills, and community development. Examples of rural schools implementing these changes include Nebraska's Schools at the Center Initiative, Alabama's Program for Rural Services and Research, South Dakota Black Hills Special Services Cooperative, and South Dakota State University's Rural School and Community Renewal Program. (SV)

ED 376 058 SE 055 127

Care Bears Environmental Awareness Kit.

PUB DATE- Sep 91
NOTE- 35p.; Oversize posters not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation (Environment); Elementary Education; Energy; Energy Conservation; Environment; Environmental Education; Learning Activities; Parents as Teachers; Pollution; Recycling; Teaching Guides; Waste Disposal; Water Resources; Workbooks
IDENTIFIERS- Environmental Action; *Environmental Awareness

Studies show that the three most frequently cited sources of environmental information are family, school, and the media. This kit provides parents with an opportunity to increase a child's environmental awareness through activities which focus on the environment in a way children ages four to nine can understand. A workbook uses the popular Care Bears characters to encourage children to "care" for the world around them, to learn how to put that caring into action, and to realize that their actions can positively affect the environment. A parent's guide accompanies the workbook and provides 17 individual and group learning activities and skill-building exercises that complement five environmental issues raised by the workbook. These issues are: understanding the concept of environment, litter prevention, recycling, water conservation, and energy conservation. Activities involve children in understanding and identifying words and concepts as well as the environmental consequences of their actions. The Kit also contains Care Bears stickers and four oversize posters emphasizing the environmental issues discussed. (LZ)

ED 376 118 SP 035 457

South Carolina Center for Teacher Recruitment: 93-94 Annual Report.
PUB DATE- 94
NOTE- 117p.; For the 1992-93 Annual Report, see ED 364 504.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Annual Reports; Career Guidance; College School Cooperation; Elementary School Students; Elementary Secondary Education; Higher Education; *Minority Groups; Program Descriptions; *Program Effectiveness; Program Evaluation; Secondary School Students; State Programs; *Teacher Recruitment; *Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- *South Carolina; South Carolina Education Improvement Act 1984; *Teacher Cadet Program SC

This report outlines and evaluates the 1993-94 accomplishments of the South Carolina Center for Teacher Recruitment and addresses future directions the Center and its programs will be taking. The main body of the document reports on the following programs: (1) Minority Teacher Recruitment; (2) ProTeam Program (to make minority students and young men aware of skills needed to complete college and consider education as a viable career option); (3) Crossroads Summer Institute (provides information about preparing for high school and college); (4) Summer Teaching Careers Institute; (5) Teacher Cadet Program (encourages academically able students with good interpersonal and leadership skills to consider teaching as a career); (6) College Partnerships; (7) College HelpLine Program (works with students in the Teacher Cadet Program who need help getting into college); (8) South Carolina Teacher Forum (recognizes state and district teachers of the year); (9) Job Bank; (10) EXPO for Teacher Recruitment (matches teachers with school districts); (11) an advertising and marketing campaign to create a picture of teaching in South Carolina; and (12) a newsletter titled "Center Point." A list of 1993-94 ProTeam and Teacher Cadet Sites and the Center's year-end financial report complete the document. (LL)

ED 376 175 TM 022 142

Custers, Eugene J. F. M.; And Others
A Recognition Study in Support of the Psychological Validity of Illness Scripts.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experience; Foreign Countries; Higher Education; Medical Education; *Medical Students; *Physicians; Psychological Studies; Recall (Psychology); *Recognition (Psychology); *Validity
IDENTIFIERS- Experts; *Illness Scripts; Netherlands

The goal of this study was to investigate whether expert physicians' knowledge can be represented in the form of illness scripts. The idea of "scripts" was introduced by Schank and Abelson (1977) to explain why people are able to bring to bear enormous amounts of knowledge almost effortlessly in practical real-life situations. Previous script-related research has revealed that recognition memory discrimination for typical script items is generally poor. An experiment was designed to investigate whether this result would also apply to illness scripts, and whether level of expertise would influence recognition memory for illness script items. Though a significant interaction between typicality and textual presence of items was found for experienced physicians (n=23) but not for fourth-year medical students (n=22), no clear developmental trend could be discerned; the intermediate group of sixth-year medical students (n=20) appeared to have a more accurate recognition memory than either the experts or the novices. The results are discussed with regard to the development of illness scripts. One table and two figures present study findings. An appendix contains a case example. (Contains 20 references.) (SLD)

ED 375 806 IR 016 849

Mead, James V.

A Guide to the Teacher Education and Learning To Teach Database. Technical Series 93-2.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Databases; Educational Research; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Longitudinal Studies; Mathematics Education; *Preservice Teacher Education; Statistical Analysis; Statistics; Surveys; *Teacher Education Programs; *Teaching (Occupation); Writing (Composition)
IDENTIFIERS- National Center for Research on Teacher Learning; *Teacher Education and Learning to Teach Study

This guide gives both an overview and a detailed summary of data from the Teacher Education and Learning to Teach (TELT) study that is now available in the National Center for Research on Teacher Education (NCRTE) IZE format database. The TELT study was a 5-year longitudinal study funded by the Office of Educational Research and Improvement (OERI) which examined preservice, inservice, induction, and alternative route programs for teacher education. The study focused on a sample of prospective, beginning, and experienced teachers, following them through teacher education programs and into teaching. The researchers were primarily interested in what the teachers learned about teaching writing and mathematics to racially, socially, and ethnically diverse students while participating in the different programs. The majority of the data from the TELT study are available in electronic form utilizing some customized personal information manager software. Through tables and text, this guide provides the reader with a way to understand what data are available and how these data are organized in the software package. The guide provides information on the TELT project; the available data and how it is organized; an example of how to use it; and a sample search using the IZE software. Data are presented in a number of tables, including data on the 11 individual sites studied. (JLB)

ED 375 845 IR 055 237

Alabama Public Library Service Library Directory and 1993 Statistical Report.
PUB DATE- 93
NOTE- 133p.; For the 1992 directory, see ED 363 348; for the 1993 annual report, see IR 055 233.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annual Reports; Directories; Income; Library Administration; *Library Circulation; *Library Expenditures; Library Materials; Library Networks; *Library Services; *Library Statistics; *Public Libraries; Reference Services; State Libraries; State Programs; Tables (Data)
IDENTIFIERS- *Alabama Public Library Service

This 1993 report from the Alabama Public Library Service includes directories of public libraries, single-county public library systems, multi-county public library systems, and multi-type library systems in the state. Cross references are included to provide access to the libraries by library name and librarians. Statistics on individual libraries for fiscal year 1993 provide data on outlets and staff; print and nonprint resources; income; income percentages; salaries and materials expenditures; other expenditures; circulation; and reference services and programs. Library rankings by size of staff, total volumes held, circulation, total income, and expenditures (total, local per capita, and total per capita) are also presented. (JLB)

ED 375 919 JC 940 639

WNCC Placement and Follow-Up Report, Academic Year 1991-1992.
PUB DATE- May 93
NOTE- 47p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Education Work Relationship; Graduate Surveys; Occupational Surveys; *Outcomes of Education; *Participant Satisfaction; Two Year Colleges; Vocational Followup; *Wages
IDENTIFIERS- Western Nebraska Community College

In October 1992, Western Nebraska Community College (WNCC) surveyed all 173 students who had graduated between June 1991 and July 1992 to determine their current educational and employment status and their perceptions of WNCC. Completed surveys were received from 130 graduates, for a response rate of 75%. Study findings included the following: (1) 55% were employed, 33% were continuing their education, 8% were attending school and working, and 2% were seeking employment; (2) 69% believed they had achieved their educational objectives at WNCC, while another 23% had partially achieved their objectives; (3) 90% felt that their WNCC experiences had improved the quality of their lives; (4) 81% indicated that they would recommend WNCC to friends and family; (5) of the 6 unemployed graduates, only 2 were actually seeking employment; (6) among the 43 graduates continuing their education, 72% were attending school in Nebraska; (7) 69% of these students were satisfied or very satisfied with the transfer process; (8) of the 71 employed graduates, 82% were working full-time and 87% were working in a related field, earning an average wage of $7.54 per hour; (9) 66% of employed graduates expressed satisfaction with their current job; (10) among the 10 graduates who were working and studying, 6 were continuing their studies in-state; (11) 50% of these graduates were employed full-time and 70% were working in a related field earning an average hourly wage of $8.03; and (12) 80% of these graduates were satisfied with their current job. Findings for the two WNCC campuses, the survey instruments, and a list of graduates employers are included. (KP)

ED 375 979 PS 022 839

Gredler, Gilbert R.
School Readiness: Assessment and Educational Issues.
PUB DATE- 92
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Grade Placement; Cognitive Development; Early Admission; Educational Planning; Emotional Development; Evaluation Criteria; Learning Readiness; Primary Education; School Entrance Age; *School Readiness; School Readiness Tests; *Student Adjustment; Student Evaluation; Student Placement
IDENTIFIERS- Gesell School Readiness Test

Noting that the latest messages communicated to the public about the learning problems of American children emphasize children's lack of social maturity and premature school entry, this book examines the many complex issues surrounding school readiness and entry. The 15 chapters are divided into 4 sections. The first section includes an introduction and overview of school readiness and a discussion of the concept of school readiness. The second section deals with assessing readiness. This section presents issues in early childhood screening and assessment, comparisons of some current readiness and screening tests, and an analysis of the Gesell School Readiness Test. Also discussed in this section is the social and emotional adjustment of children considered "young" for their age. The third section examines school practices. This section covers issues in the entrance age debate, an analysis of the influence of entrance age on achievement, and the transition room experience. In addition, the section discusses retention in kindergarten and first grade, intervention and remediation programs for young children, and issues affecting early childhood education. The final section of the book examines the related issues of parental reactions, and ethical and legal issues in the educational placement of children. The last chapter in this section offers a recapitulation with some final issues for consideration. Contains 19 pages of references. (VL)

ED 376 082 SE 055 425

Schwenz, Richard W., Ed.; Moore, Robert J., Ed.
Physical Chemistry: Developing a Dynamic Curriculum.
PUB DATE- 93
NOTE- 512p.; Developed from the 1991 symposium sponsored by the Divisions of Chemical Education and Physical Chemistry of the American Chemical Society.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demonstrations (Science); Higher Education; Instructional Materials; *Physical Chemistry; *Science Curriculum; Science Education; *Science Experiments

Many teachers and other educators have expressed a concern regarding the lack of student interest in many of the traditional science courses. Concerns have also been expressed by teachers of their dissatisfaction with much of the lecture material and the laboratory exercises in some science classes. To help rectify this problem a collaborative effort among educators and others concerned has led to the development of instructional aids that are more relevant to the lives of students. This document is the result of one such effort that focuses on modernizing the undergraduate physical chemistry curriculum. The first several chapters of this book present broadly organized essays on the content and presentation of various topics. Through the content, background, and references of these chapters an instructor can become acquainted with the relevant literature. Each chapter also contains a section on specific lecture materials, specific problems that could be done outside of class, and general laboratory experiments appropriate for undergraduates who have not had access to research level equipment. Also included is a description of a consortium approach to laboratory development and an innovative writing program for physical chemistry students. The chapters are organized into the following sections: Today's Physical Chemistry Clasroom; Why Modernize the Laboratory?; Laser Experiments; Laser Experiments in Thermodynamics; Fluorescent Probes; A New Look at Classical Topics; Polymer Experiments; Incorporating Modern Instrumentation; Thermodynamics Experiments Without Lasers; and Try a Different Approach. Author, affiliation, and sugject indexes are attached. (ZWH/AA)

ED 376 156 SP 035 578

Cairns, Len
"I Got the Power": Teacher Educators, Teachers and Empowerment.
PUB DATE- Jul 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; *Educational Theories; Foreign Countries; Higher Education; Metaphors; Opinion Papers; *Personal Autonomy; *Program Design; *Student Responsibility; *Teacher Education Programs; *Teacher Influence; Teaching Models
IDENTIFIERS- Assumptions (Testing); Australia; *Empowerment

In the current climate of empowerment models, critical research, and deconstructed theory, this discussion raises some questions regarding the concept of "empowerment" and its use as a rubric for course and program design in teacher education. From the review of literature several usages of the term empowerment emerge. Each one is examined, criticized, and largely rejected as inappropriate, or at least incomplete, for educational usage. The assumption that empowerment deals with emancipating marginalized people would depend largely on the way the concept is given meaning. Personal and social empowerment are acceptable categories, but too simple. Three anecdotes illustrate the perceived pitfalls in the concepts functional reality empowerment, perceived empowerment, and projected empowerment or attributed power. From the examination of the various concepts, three common usages by teachers and teacher educators of the term empowering are identified, criticized, and rejected: empowering as bestowment of power, as generation of power, and as enablement of power. An acceptable alternative concept is offered by way of conclusion. As the title of the paper infers, the concept of "my power," arising within individuals and their social groups, is proposed as a meaningful outcome that emphasizes power in the personal autonomy sense. This interpretation implies that if empowerment is to be an actuality, it must be facilitated by educational structures and functions in which the student has greater personal control over the learning situation. (Contains 31 references.) (LL)

ED 375 788 HE 027 887

Quality Counts: Setting Expectations for Higher Education...and Making Them Count.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; Educational Needs; *Educational Policy; *Educational Quality; Government Role; *Higher Education; Policy Formation; Political Influences; *State Government
IDENTIFIERS- *Education Commission of the States CO

In 1994-95, the Education Commission of the States plans to focus on quality in higher education--quality that reflects the changing needs of society; quality that shows in the performance of all colleges, universities, and community colleges; and quality that counts for parents and students. The Commission will examine what Americans need and should expect from higher education, and how state policies can shape and support a comprehensive postsecondary system that best meets these needs and expectations. Achieving a quality higher education system calls for a broad constituent-based concept of quality, high expectations, new ways to measure and monitor results, and a supportive policy environment. The Commission's agenda includes: (1) generating widespread public discussion and understanding of what quality means to various constituents and why it matters; (2) helping develop the political leadership necessary to create and support diverse, high-quality institutions of higher education; (3) exploring and helping develop ways to enhance the options available to students and to increase their ability to progress through the higher education system and into the workplace at a faster rate; and (4) helping college and university leaders engage students, faculty, and campus officials in using their resources to meet the needs of communities, states, and the nation. (JDD)

ED 375 826 IR 016 887

Mundt, John P.
The Glenview Model: Community Networking via Broadband Cable.
PUB DATE- Aug 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cable Television; Community Cooperation; *Community Information Services; *Computer Networks; Electronic Mail; Elementary Secondary Education; *Information Networks; Program Implementation; Public Agencies; Public Libraries; Public Schools
IDENTIFIERS- Illinois (Glenview); *Internet; *Wide Area Networks

This paper describes the installation of a data network in the community of Glenview, Illinois, which uses broadband cable equipment to connect schools, libraries, and governmental agencies to each other and to the Internet via a high speed Ethernet network. The history of the project is outlined followed by a discussion of the implementation of the network. It is noted that a strong effort was made to provide the same services to all users of the network. The services available include electronic mail, telnet, file transfer protocol (FTP), Gopher, World Wide Web (WWW), the online public access catalogs (OPACs) of local libraries, and, to a limited audience, USENET news. The technical aspects, site setups, equipment used, and the operation and maintenance of the network are examined. Finally, several lessons learned from the implementation of the project are presented: (1) the cable plant was old, unused, and untested, and required more time to make it operational; (2) initial lack of expertise to make the broadband cable equipment operational in an outdoor, public television cable environment caused conflict between two of the installers of the system; (3) the equipment is both temperature and signal level sensitive; (4) users anticipated problems where there were none, hesitated to try new things, or failed to realize what was available; and (5) political realities kept some sites from connecting. A system to deliver Internet connectivity to the home via the public cable is currently being explored. (JLB)

ED 375 866 JC 940 515

Fujimoto, Jack
Fulfilling the Promise: From Amnesty to Citizenship. Part I, the Los Angeles Mission College Experience. Monograph.
PUB DATE- 15 Aug 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *College Role; Community Colleges; *English (Second Language); *Politics of Education; Two Year Colleges
IDENTIFIERS- *Immigrant Amnesty; *Immigration Reform and Control Act 1986; Los Angeles Mission College CA

This monograph presents the experiences of Los Angeles Mission College in implementing the Immigration Reform Control Act (IRCA) of 1986 and providing educational services to individuals eligible for Amnesty under IRCA. Part I sets forth the purposes of the monograph in the context of California's current anti-immigrant political climate. Part II offers a historical perspective of immigration and naturalization policy and the involvement of the Los Angeles Community Colleges in providing educational services to Amnesty students. This section also includes a series of charts depicting the significant needs of "New Californians" and explains why community colleges should be involved in their education and training needs. Part III looks at operational issues related to the development of a database of Amnesty students in all nine Los Angeles Community Colleges; the adoption of a district Amnesty education policy; the selection of proficiency assessment instruments; the training of English-as-a-Second Language teachers; the availability of instructional materials; funding; and integration of the database into the state management information system. Part IV documents the experience of Los Angeles Mission College by examining the Amnesty Education program administration; curricula; enrollment; reimbursements from the State Legalization Impact Assistance Grants; and the impact of Amnesty eligible students on the community college system. The final section discusses the citizen application process. Board of Governor reports on California Amnesty Programs are appended. (KP)

ED 375 902 JC 940 619

Accountability and Productivity Report for the Illinois Community College System, 1994.

PUB DATE- Sep 94
NOTE- 192p.; For the 1993 report, see ED 361 024.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Ancillary School Services; College Athletics; *College Outcomes Assessment; College Transfer Students; Community Colleges; Comparative Analysis; *Cost Effectiveness; Enrollment; Enrollment Trends; Minority Groups; *Productivity; Program Effectiveness; Remedial Programs; School Holding Power; Self Evaluation (Groups); Transfer Programs; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This report summarizes accountability, productivity, and quality enhancements within the Illinois community college system, including highlights from reports prepared by the system's 49 colleges, systemwide analyses conducted by Illinois Community College Board (ICCB), and state-level accountability and productivity initiatives. Following an executive summary and brief introduction, the next major section presents college productivity reports for the following functions: instruction, academic and student support, overall academic function, administration, and public service. The next section presents college responses to a series of questions from the Illinois Board of Higher Education related to the use of benchmarks, cooperative arrangements, auxiliary enterprises, intercollegiate athletics, staffing analysis, low-enrollment programs, and cost analysis. Next, the report provides the results of seven studies conducted by the ICCB on administrative costs, student retention, minority achievement, remedial education, community college auxiliary enterprise funds, and transfer rates. The next section outlines state-level accountability and productivity initiatives including a review of state-level processes and procedures; goals for 1993-94 in the areas of accountability, articulation, teaching and learning, telecommunications, workforce preparation, and community college advocacy. Appendixes making up two-thirds of the report include detailed tables describing college productivity improvement, administrative costs, retention study results, minority achievement, transfer rate, and auxiliary enterprise funds. (KP)

ED 376 015 RC 019 868

Simpson, Mark
National Trails Day. Project SEED.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Awareness; *Environmental Education; *Grade 7; Interdisciplinary Approach; Junior High Schools; Learning Activities; Middle Schools; *Outdoor Education; *Recreational Activities; Trails
IDENTIFIERS- Environmental Awareness; *Hiking; Maine; *National Trails Day

This paper describes how a school district in Maine implemented an outdoor education program centered around National Trails Day (a day of awareness of outdoor recreational areas in the United States). The program combined classroom learning with an all-day hike on the Appalachian Trail by 240 seventh-grade students. Numerous teachers, school administrators, and parent volunteers also participated in the program. Goals were to expose students to hiking and outdoor activities and careers and recreational areas a close distance from their homes; to improve students' self-concept through group work and goal setting; and to develop cross-team and cross-school relationships through group work toward a common goal. Classroom activities included a slide show presentation by an Appalachian Trail "through" hiker, (from Maine to Georgia) an outdoor career awareness day, topographical map reading, wilderness first aid, and journal writing. For the all-day hike, students were divided into groups of 10 or less and assigned to a district employee and parent volunteer. During the hike, students were assigned duties such as reading and marking topographical maps, writing in a hike log, collecting objects to be used in art projects, and collecting insects. Includes materials needed, program costs, and suggestions for program implementation. (LP)

ED 376 036 SE 054 736

Cavin, Mike
Rockin' On the Ridge. Medoc Mountain State Park: An Environmental Education Learning Experience Designed for Grades 4-6.
PUB DATE- Dec 93
NOTE- 54p.; For related guides, see SE 054 737-744 and SE 054 746.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; *Equipment; *Geology; Grade 4; Grade 5; Grade 6; Intermediate Grades; *Mineralogy; *Minerals; Parks; *Petrology; Science Activities; Science Education
IDENTIFIERS- Environmental Awareness; Hands On Experience; *Mountains; *North Carolina State Parks System

This activity guide, developed to provide environmental education through a series of hands-on activities geared to Medoc Mountain State Park in North Carolina, is targeted for grades 4, 5, and 6 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are:

composition of rock, chemical and mechanical forces on rocks and minerals, formation or ridges and mountains, properties of rocks and minerals, use of geology field equipment, and uses of rocks and minerals. Includes a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation, and information about Medoc Mountain State Park. (MKR)

ED 376 101 SO 024 474

Woodard, Jo Ann A.
Medieval Universities: A Unit of Study for Grades 9-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Educational History; Grade 9; Grade 10; Grade 11; Grade 12; *Higher Education; High Schools; *History Instruction; *Medieval History; Primary Sources; Problem Solving; *Universities

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. The purpose of this unit is to study the development and significance of the universities of the Middle Ages and their ties to the university system of the 20th century. The university structure of higher education originated in the late 12th and early 13th centuries and was a characteristic development of this age of cultural growth and expansion, as seen in such areas as increased population, growth of cities and trade, as well as monarchies and new religious orders, and finally of a deepening contact with other cultures. Universities were thus a spontaneous outgrowth of these trends and served the society's expanding needs as centers of specialized training for the learned professions. Graduates of the universities staffed both civil and ecclesiastical administrations, taught at schools, and practiced the professions of theology, law, and medicine. So the 20th century society, which also relies on the university for trained professionals in many disciplines, is reflected in the university with its organization, curriculum, teaching methods, and training goals. The documents selected for this unit depict life within the medieval university. The unit was designed with four objectives: (1) to formulate reasons for curriculum advancement and development during the Middle Ages; (2) to examine the make up of the medieval university; (3) to assess the need for university training in the medieval world; and (4) to evaluate the problem solving methods of the medieval world and its impact on the modern thinking. Contains 14 references. (Author/DK)

ED 376 138 SP 035 534

Hall, Kevin
Grade Expectations: The Development of a Grading Procedure and a Trial of Staff and Student Co-Assessment.
PUB DATE- Jul 94
NOTE- 53p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Grades (Scholastic); *Grading; Higher Education; Pass Fail Grading; *Preservice Teacher Education;

*Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- *University of Melbourne (Australia)

In 1989, the previously autonomous Melbourne (Australia) College of Advanced Education was incorporated into the existing Universiy of Melbourne Faculty of Education to form a new faculty, the Institute of Education. A grading procedure was developed at the Institute of Education to incorporate the College of Advanced Education's long tradition of pass/fail assessment in a new assessment policy that also incorporated the University's required grading system. Four criteria were developed for determining the appropriate number grade for each assignment; these number grades were averaged and converted to a final letter grade for the course. Staff accepted the procedure, and students rated the assessments "fair" to "very fair." A student-staff co-assessment procedure was conducted, where staff set assessment criteria and students were invited to offer self-assessments in terms of these criteria. If there was no more than one grade-level difference between the teacher's and student's assessment, the teacher's assessment was taken. If there was more than one grade-level difference, the teacher and student had a follow-up discussion to determine the grade. Of 116 assignments, students co-assessed nearly one-third. Student and teacher agreed on 35 percent. Effective student participation in co-assessment requires development of their confidence and trust. Several appendices provide additional information about assessment and grading. (JDD)

ED 375 729 HE 027 813

Wakai, Sara T.
Barriers to and Facilitators of Feminist Pedagogy in College and University Teaching. ASHE Annual Meeting Paper.
PUB DATE- 11 Nov 94
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (19th, Tucson, AZ, November 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Faculty; *College Instruction; Educational Methods; Educational Philosophy; *Feminism; Higher Education; Program Implementation; Student Centered Curriculum; *Teacher Attitudes; *Teacher Characteristics; Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; *Feminist Pedagogy

This study examined faculty characteristics and teaching environments of higher education institutions that may hinder or facilitate student-centered pedagogical practices derived from feminist theory. Feminist pedagogy generally advocates democratizing the classroom, building cooperative learning environments, legitimizing personal experiences as a form of intellectual inquiry, and applying classroom learning to society. These approaches draw on themes of power, the community of learners, social responsibility and action, and emotions and feelings as central to learning. Data were drawn from a 1989-90 national survey of 35,478 faculty at 392 institutions. The data contained responses from full-time teaching faculty from every major type of institution. However, for the purpose of this study, two-year colleges were eliminated. This resulted in 29,961 respondents from 303 institutions. Data covered time spent on teaching, research, and administration; interactions with students; teaching practices and evaluation methods; perceptions of institutional climate; views and attitudes; sources of stress and satisfaction; and demographic and educational preparation. Results indicated that faculty background characteristics and faculty interests play a strong role in predicting the use of feminist pedagogical practices. The strongest predictor of the use of feminist pedagogical practice is being committed to student development regardless of gender. In addition, being a woman, being a liberal, or participating in a seminar to integrate perspectives of women and minority groups into the curriculum also predicted use of feminist pedagogical practice. (Contains 44 references.) (JB)

ED 375 748 HE 027 843

Working Together for Excellence. The Annual Joint Report on Preschool through Graduate Education in Tennessee.
PUB DATE- 18 Mar 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); Adult Literacy; College Admission; Colleges; Educational Assessment; Educational Attainment; *Educational Improvement; *Educational Objectives; Educational Technology; *Elementary Secondary Education; Enrollment; Equal Education; Financial Support; *Higher Education; Long Range Planning; Preschool Education; Program Descriptions; State Programs; *State Standards; Universities
IDENTIFIERS- Benchmarking; General Educational Development Tests; *Tennessee

This annual report is designed to assess the efforts of Tennessee's State Board of Education and Higher Education Commission, to provide an overview of the challenges and prospects for public education in Tennessee, and to present a statement on educational plans and goals for the future. The report outlines 15 improvement initiatives for elementary, secondary, higher education. It then reports on progress on 26 specific educational objectives, such as general educational development (GED) enrollment/completion, college enrollment, persistence-to-graduation, degrees awarded, African-American college enrollment, high school dropout rates, retention rates, standardized test scores, and adult literacy. Five goals are identified as central to continued progress in educational improvement: (1) adequate funding of elementary, secondary, and higher education; (2) the implementation of a statewide technology network; (3) increased use of state of-the-art technology; (4) increased levels of preschool education for at-risk children; and (5) increased levels of university research. Seven appendixes provide information on the report requirements, state high school graduation requirements, high school course requirements for college admission, the Master Plan for Tennessee Schools, performance goals and standards for school systems, Tennessee Challenge 2000 goals, and the Master Plan for Higher Education. (MDM)

ED 375 768 HE 027 867

Sutterlin, Rebecca; Kominski, Robert A.
Dollars for Scholars: Postsecondary Costs and Financing, 1990-1991. Current Population Reports, Household Economic Studies.

PUB DATE- Sep 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Business Education; Colleges; Enrollment; Ethnicity; Family Income; *Paying for College; *Postsecondary Education; Race; Sex; *Student Characteristics; *Student Costs; *Student Financial Aid; Tables (Data); Technical Institutes; Vocational Schools
IDENTIFIERS- *Survey of Income and Program Participation

This report looks at the individuals who were enrolled in postsecondary school during the 1990-1991 school year and the costs and financing of their education. Using data from the Wave 5 component of the 1990 Survey of Income and Program Participation (SIPP), the report examines patterns of school enrollment, education costs, financial aid, and the associated characteristics of postsecondary students in the U.S. The report includes those enrolled in two-year and four-year colleges as well as vocational, technical, and business schools. The tabulations show the numbers of high school graduates enrolled in postsecondary institutions by a variety of demographic, social, and economic characteristics. Other tabulations show the average costs, financial aid received, net costs, and numbers of aid recipients by level of enrollment. These tabulations are crossed by gender, family income, race/ethnicity, and student dependency status. Appendices provide tabulations referring to the school year 1987-1988, an overview of the SIPP program, definitions and explanations, an analysis of the source and accuracy of the estimates and the data quality, and a copy of the questionnaire. The report's highlights indicate that the average total cost of schooling was $2,653 per student, and that among those students who received some kind of financial aid, about 75 percent of their costs were covered. (JDD)

ED 375 846   IR 055 240

Craver, Kathleen W.

Emerging Technologies: Applications and Implications for School Library Media Centers.

PUB DATE- 26 Jul 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Software; Educational Technology; Elementary Secondary Education; Futures (of Society); *Information Technology; *Learning Resources Centers; Media Specialists; Optical Data Disks; *School Libraries; *Technological Advancement; Telecommunications
IDENTIFIERS- Virtual Reality

This paper examines emerging information technologies and their implications for school library media centers. Because of the fluctuating situation regarding new innovations, only emerging technologies that specialists believe will occur within the next 5 to 10 years are discussed. For each technology mentioned, a brief description is given followed by its implications and possible applications for school library media centers. The following technologies are covered: (1) the digital electronic medium; (2) telecommunications; (3) cable and satellite resources; (4) integrated services digital network (ISDN); (5) telecomputer technologies; (6) computer hardware; (7) scanners; (8) CD-ROM technologies; (9) software developments; (10) specialized software; (11) hypertechnologies; (12) interactive media; (13) national and international networking; (14) Internet; (15) National Research and Education Network (NREN); (16) expert/knowledge systems; (17) neural networking; (18) virtual reality; and (19) virtual reality and education. (Contains 31 references.) (JLB)

ED 375 884 JC 940 600

Grosset, Jane; Estrada, Daniel
A Profile of CCP (Community College of Philadelphia) Transfer Students Enrolled at the State System of Higher Education Universities during the Fall 1993 Semester. Institutional Research Report No. 79.
PUB DATE- Aug 94
NOTE- 34p.; For a related report, see JC 940 598.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; Females; Followup Studies; *Grade Point Average; Higher Education; Males; *Outcomes of Education; School Holding Power; *Student Characteristics; Tables (Data);

Two Year Colleges
IDENTIFIERS- Community Colleges of Philadelphia PA

A study was conducted at the Community College of Philadelphia (CCP) to examine characteristics and outcomes for 216 former students who had transferred to State System of Higher Education (SSHE) universities in fall 1993. The SSHE universities provided data on the students regarding major, credits transferred, current enrollment status, cumulative grade point average (GPA), gender, race, and age. In addition, CCP collected information from the institutional database on graduation status, number of semesters enrolled, and cumulative credits earned at CCP. Study findings included the following: (1) while females comprised approximately two-thirds of the student body at CCP, only 48.1% of the transfers were female; (2) 79.2% of the transfer students were between 18 and 25 years of age, 9.3% were between 26 and 30, 7.3% were between 31 and 40, and 4.2% were 41 or older; (3) 48.4% of the students were White, while 45.6% were Black; (4) an average of 68 credits were transferred; (5) 62.8% earned a GPA between 2.0 and 2.99 at the transfer university, while 19.6% earned a GPA between 3.0 and 4.0, and 17.6% between 0 and 1.99; (6) at CCP, 55.5% of the transfers had earned a GPA between 2.0 and 2.99, 36.6% between 3.0 and 4.0, and 7.9% between 0 and 1.99; (7) over half of the students had enrolled at CCP for 4 to 8 semesters, and 30.1% had earned either an associate degree or certificate prior to transfer; and (8) the most common programs of study at SSHE universities were education, business, and social science programs. Data tables are included. (KP)

ED 375 940 PS 022 593

Huntsinger, Carol S.; And Others
Ethnic Differences in Early Math Learning: A Comparison of Chinese-American and Caucasian-American Families.

SPONS. AGENCY- Lake County Coll., Grayslake, Ill.
PUB DATE- Jun 94
NOTE- 37p.; Paper presented at the Annual Symposium of the Jean Piaget Society (24th, Chicago, IL, June 2-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chinese Americans; Comparative Analysis; Cross Cultural Studies; *Cultural Differences; Early Childhood Education; Educational Attitudes; Family Environment; *Mathematics Achievement; Parent Attitudes; Parents as Teachers; Parent Student Relationship; *Predictor Variables; Racial Differences; Spatial Ability; Visual Discrimination; Vocabulary Development; *Whites; Writing Skills; *Young Children
IDENTIFIERS- Illinois (Chicago Metropolitan Area)

This study compared Chinese-American and Caucasian-American children and families in order to better understand which cultural and family characteristics, parent beliefs, and parent practices operate at the early childhood level to produce the more uniform high level of math achievement among Asian-American children. Forty second-generation Chinese-American and 40 Caucasian-American preschoolers and kindergartners from well-educated, 2-parent families were given math, name writing, visual discrimination, spatial relation, and vocabulary measures. Parents completed questionnaires, interviews, and a social behaviors checklist. The study found that Chinese-American children outperformed Caucasian-American children on measures of mathematics, spatial relations, visual discrimination, numeral formation, and name writing. Caucasian-American children had higher scores on receptive English vocabulary. Chinese-American parents indicated a stronger belief in the role of hard work and early skill development in academic achievement, gave more direct math instruction, structured their children's time to a greater degree, and reported more encouragement for math-related activities than did Caucasian-American parents. Ethnicity, parents' child-specific attitudes, and directive teaching techniques were the strongest predictors of child math performance, numeral formation, and motor coordination. Six tables showing study data are included. A description of Chinese-American and Caucasian-American parent characteristics is appended. Contains 29 references. (MDM)

ED 375 998 RC 019 832

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report, 1993-94.

PUB DATE- Aug 94
NOTE- 61p.; For 1993-94 process evaluation report, see ED 366 484; for 1992-93 product evaluation report, see ED 365 496. Some data tables in Appendix C contain small print.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Bilingual Education Programs; Elementary Secondary Education; Enrollment; Federal Programs; Hispanic Americans; Mathematics Achievement; *Migrant Education; Program Evaluation; Reading Achievement; Supplementary Education
IDENTIFIERS- California Achievement Tests; *ECIA Chapter 1 Migrant Programs; Normal Curve Equivalent Scores; *Saginaw City School System MI

In 1993-94, Saginaw (Michigan) City School District bilingual and migrant programs operated as one program at 24 elementary schools, 4 middle schools, and both high schools. Enrollments were 633 students, primarily Hispanics, in the bilingual program and 584 students in the migrant program, with considerable overlap between enrollments. Each student received approximately 30 minutes of supplemental instruction per week on a pull-out basis. All students received supplemental reading instruction, while secondary students in the bilingual program also received instruction in basic skills, counseling, and support services. Students were assessed in reading and mathematics using the California Achievement Test. The locally adopted performance standard was improvement in grade-level posttest mean normal curve equivalent (NCE) scores compared to pretest scores. Overall, results were disappointing for both programs. The bilingual program attained the standard in reading for both basic and advanced skills at grades 3 and 5; in basic mathematics skills only at grade 2; and in advanced mathematics skills at grades 2, 4, and 8. The migrant program attained the standard in basic reading skills at grade 3, in advanced reading skills at grades 3 and 10, in basic mathematics skills at grade 2, and in advanced mathematics skills at grades 2 and 10. Recommendations for program improvement include reducing program variations among buildings, offering inservice training for regular educators, centralizing instructional sites, and improving testing strategies. Extensive tables detail pretest-posttest NCE changes by grade level. Appendices also list program enrollments by building and describe identification and eligibility procedures. (SV)

ED 376 119   SP 035 496

Schiller, Marjorie; Streitmatter, Janice
A Self-Study of Teaching Practices: Are We Practicing What We

Preach?
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Art Education; Educational Practices; Higher Education; *Journal Writing; Preservice Teacher Education; *Reflective Teaching; Secondary Education; *Self Evaluation (Individuals); Student Attitudes; *Student Evaluation of Teacher Performance; Student Journals; Teacher Attitudes; *Teacher Educators; Teacher Role
IDENTIFIERS- Preservice Teachers

Teacher educators routinely encourage preservice students to be reflective while learning to teach through dialogue journal writing and supervisory discussions. Likewise, they encourage teachers in the field to engage in action research and analyze and reflect upon their teaching through critical self-study. This paper describes a study that took place in two distinct contexts in two research universities in different parts of the country. Two teacher education instructors share their experiences in a self-study of their teaching practices. Each instructor included dialogue journal writing in her classes to achieve ongoing knowledge of what was happening in the classroom from the perspective of both students and instructors. At the end of each class everyone in the class, including the instructor, spent 10 minutes writing in their journals, which were then exchanged and read. The teacher collected and read all the journals, commented on the entries, and returned them at the next class meeting. The journals were analyzed periodically to uncover recurrent themes. One theme that surfaced regularly was a positive response to nontraditional teaching methods and strategies. Most students in both classes appreciated the journaling process as did both instructors. Journal excerpts are included. (Contains 17 references.) (LL)

ED 376 176 TM 022 161

High School Course Taking in the Core Subject Areas. Indicator of the Month.
PUB DATE- Jun 94
NOTE- 4p.; Extracted from "The Condition of Education, 1994."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Core Curriculum; *Course Selection (Students); Educational Attainment; *Ethnic Groups; High School Graduates; High Schools; *High School Students; Parents; *Racial Differences; Required Courses; *Sex Differences; Statistical Studies; Urban Schools
IDENTIFIERS- *Educational Indicators; Nation at Risk (A)

Among the recommendations of the "Nation at Risk" report (1983) was that a core curriculum of four units of English, three each of science, social studies, and mathematics, and a half unit of computer science be required. Between 1982 and 1992 the percentage of high school graduates earning the recommended units in core courses increased sharply, from 13 to 47 percent, an increase that occurred for both sexes and for all racial and ethnic groups. For private school graduates, the number rose to 66%. Over the same period, the percentage of graduates completing the recommended credits in core courses increased more for students whose parents had only completed high school than for students whose parents had completed college effectively closing the gap between the two groups. One table and two graphs summarize this information by gender, race and ethnicity, urbanicity, type of school, and parental education level. (SLD)

Dean, William
Future Schools: Connected to the World Videotape .
SPONS. AGENCY- Massachusetts Inst. of Tech., Cambridge. Research Program on Communications Policy.
PUB DATE- 94
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Futures (of Society); *Information Networks; *Information Technology; Technological Advancement
IDENTIFIERS- *Internet

This 22 minute video examines how administrators, teachers, and students in the Val Verde school district near Riverside, California, have connected all of the 12 schools to each other and the resources of the Internet. The purpose of the video is to demonstrate the advantages of improving school use of computer technology and to show how people in some schools are taking advantage of the educational potential of the Internet. Highlights include students talking by computer to the National Aeronautics and Space Administration (NASA) "space-link"; watching three-dimensional models change on the screen as they experiment by altering mathematical formulas; electronically enhancing their school newspaper with photographs obtained from outside sources; and students creating reports for history class by accessing books and pictures from university libraries around the world. The video also features comments by George Lucas (creator of the "Star Wars" and "Indiana Jones" series of motion pictures), a strong advocate of advanced technology in schools. Also included are findings of a recently released study by Ronald Anderson at the University of Minnesota which found that, compared with other industrialized countries, American schools contain outmoded and underutilized computer equipment and that a strong computer program in schools can be of significant value in raising test scores and in equalizing performance among minorities. (JLB)

ED 375 920 PS 022 216

Solnit, Albert J., Ed.; And Others
The Many Meanings of Play: A Psychoanalytic Perspective.
PUB DATE- 93
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; *Child Development; Child Health; *Children; Conflict Resolution; Dramatic Play; *Emotional Development; *Play; Play Therapy; *Psychiatry; Self Actualization

The result of a collaboration of psychoanalysts and others who met over several years to study the many meanings of play, this book is designed to contribute to the broader field of knowledge about the emotional development and inner resources of children. Written primarily for therapists, educators, and clinicians, it is divided into three major sections. The first section provides a historical and theoretical frame of reference for considering the crucial subject of play. The second section deals with the clinical dimensions of play, and the third section, with developmental considerations. The papers in each of these sections point out how play reflects inner life, tensions, and responses to internal and external challenges, and how play can be a therapeutic mediator and help to move development forward. The 19 papers are: (1) "Psychoanalytic Views of Children's Play" (S. Marans and others); (2) "From Play to Playfulness in Children and Adults" (A. Solnit); (3) "Playing: Technical Implications" (P. Neubauer); (4) "To Play or Not To Play" (D. Battin); (5) "Conceptual Worlds: Play and Theater in Child Psychoanalysis" (P. Cohen and M. Cohen); (6) "Born Blind: Playing in a Sighted World" (A. Colonna and A. Solnit); (7) "Play and the Construction of Gender in the Oedipal Child" (E.K. Dahl); (8) "Cookies for the Emperor: The Multiple Functions of Play in the Analysis of an Early Adolescent Boy" (R. King); (9) "Verbalization and Play in the Treatment of a Five-Year-Old Boy" (L. Levinson); (10) "Play: Its Role in Child Analysis, Its Fate in Adult Analysis" (E. Mahon); (11) "From Enactment to Play to Discussion: The Analysis of a Young Girl" (S. Marans); (12) "Play, Dream, Fantasy, and Enactment in Bornstein's 'Obsessional Child,' Then and Now" (M. Ostow); (13) "The Developmental Dimensions of Play during Treatment: Conceptual Overview" (S. Abrams); (14) "Play, Parenthood, and Creativity" (E. Mahon); (15) "Play and Illusion" (S. Ritvo); (16) "Play Modes in Child Analysis" (J. Herzog); (17) "Childhood Play and Adult Life" (M. Bergmann); (18) "Aggressivity in Play: Discussions with Oedipal Children" (S. Marans and others); and (19) "Play: 'Time to Murder and Create'" (S. Ablon). (ET)

ED 375 960 PS 022 767

Schiller, Wendy; Veale, Ann

An Integrated Expressive Arts Program: Drama, Dance, Art, Music.
Australian Early Childhood Resource Booklets, No. 4, 1989.

PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Art Education; Caregiver Role; Creative Expression; Creativity; Curriculum Development; *Drama; Early Childhood Education; Foreign Countries; Multicultural Education; *Music Activities; *Program Development; Student Evaluation; Student Records; *Teacher Role; *Young Children

This booklet presents the arts curriculum in a way that demystifies the arts as an area requiring specialized knowledge by caregivers and early childhood teachers. It discusses the role that caregivers and teachers can play in fostering creativity and artistic expression among young children. It presents techniques that they can use to help children participate in drama, dance, art, and music activities. It also encourages caregivers and teachers to keep records of children's activities, including samples of student work. The booklet suggests that program newsletters and school displays can be used to communicate the nature of artistic activities to parents and the community. It also recommends that caregivers and teachers note children's responses to changes in materials and resources, and plan activities to reflect the developmental and multicultural needs of the children served. Two appendices contain suggestions for creative activities that use leaves and a short dramatic performance. (MDM)

ED 376 059 SE 055 136

How Does Your Garden Grow? A Video Guide to Successful Gardening
in the Classroom Videotape .
PUB DATE- 93

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Agronomy; Elementary Secondary Education;
*Horticulture; Instructional Materials; *Science Education;
Videotape Recordings
IDENTIFIERS- *Gardening; *Gardens

This 60-minute videotape leads teachers and students step by step through the rewarding world of gardening. It presents successful methods for gardening indoors and outdoors, in the ground, in containers, or in raised beds. Simply by following four fun and easy to understand programs, students learn about: (1) getting a garden started; (2) creating healthy soil; (3) planting; and (4) how to create a healthy garden environment. (ZWH)

ED 375 980   PS 022 842

Grady, Joan Butterworth
Interdisciplinary Curriculum: A Fusion of Reform Ideas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Curriculum Development; *Educational Change; Educational Strategies; Elementary Secondary Education; *Integrated Curriculum; *Interdisciplinary Approach; Standards; Student Centered Curriculum; Student Evaluation; Thematic Approach
IDENTIFIERS- *Carnegie Unit; *Chunks (Programmed Instruction); Mid Continent Regional Educational Laboratory

Problems such as poor test performance and low student motivation require that those in the educational system seriously consider restructuring the way they teach. For many years, content has been taught in periods of isolated time units; however, this Carnegie unit is an anachronism that needs to be eliminated. The alternative to the Carnegie unit assembly-line mentality for delivering knowledge and skills through completely isolated content areas is an interdisciplinary curriculum. The concept of interdisciplinary curriculum has a long history in American education. An interdisciplinary curriculum provides the needed patterns and connections for more complex reasoning and enhanced learning by meshing knowledge, skills, and information from a variety of disciplines. Classroom environment, content standards, and assessment are essential components in developing an interdisciplinary curriculum. Themes, issues, topics, or problems are necessary for structuring this type of curriculum. Some practitioners have suggested a continuum for interdisciplinary curricula that starts at the simplest level, called variously meta- or multi-disciplinary, moves through interdisciplinary, and culminates with transdisciplinary. The Mid-continent Regional Educational Laboratory (McREL) has developed a unique process for guiding teachers through the development and implementation of an interdisciplinary curriculum; the result of this process has been called a "chunk." The chunk process rests on three components: (1) learner-centered principles; (2) content and learner standards; and (3) assessment. A chosen theme serves as the organizing center of the chunk. (Contains 14 references.) (AS)

ED 376 037 SE 054 737

Brown, David G.
Raven Rock: Then and Now. Medoc Mountain State Park: An Environmental Education Learning Experience Designed for Grades 5-7.
PUB DATE- Jan 94
NOTE- 59p.; For related guides, see SE 054 736-744 and SE 054 746.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Educational Games; Environmental Education; Equipment; *Geology; Grade 5; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Mineralogy; *Minerals; Parks; *Petrology; Science Activities; Science Education; *Topography
IDENTIFIERS- Environmental Awareness; Erosion; Hands On Experience; Hiking; *Mountains; *North Carolina State Parks System

This activity guide, developed to provide environmental education through a series of hands-on activities geared to Raven Rock State Park in North Carolina, is targeted for grades 5, 6, and 7 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. The on-site activity is conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts included are: rock cycle geomorphology; formation of sedimentary, metamorphic, and igneous rocks; weathering and erosion, rock and mineral characteristics; and topography. Includes a vocabulary list, scheduling worksheet, parental permission form, North Carolina Parks and Recreation program evaluation and information about Raven Rock State Park. (MKR)

ED 376 060 SE 055 141

Tropical Animal Tour Packet. Metro.
PUB DATE- 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Botany; Conservation (Environment); Elementary Secondary Education; Endangered Species; Environmental Education; Field Trips; Geography; Habitats; Interdisciplinary Approach; Resource Units; Zoology; *Zoos
IDENTIFIERS- Environmental Awareness; Tropical Rain Forests; *Tropics

This packet is designed to assist teachers in creating a tropical animals lesson plan that centers around a visit to the zoo. A teacher packet is divided into eight parts: (1) goals and objectives; (2) what to expect at the zoo; (3) student activities (preparatory activities, on-site activities, and follow-up activities); (4) background information on the tropics; (5) a 43-word glossary; (6) a list of 16 Metro Washington Park Zoo county support services; (7) a list of 15 references; and (8) a teacher evaluation form for rating the packet. The on-site activities in the packet are in the form of "student data sheets" designed to aid students in gathering information ultimately to be used in a variety of associated follow-up activities. Levels of data sheets include level 2 data sheets more appropriate for grades 7 and above, level 1 data sheets more appropriate for students below grade 7, and multi-level activity sheets. Students are enagaged in the use of observation, record keeping, and data manipulation skills. (LZ)

ED 376 083 SE 055 426

Laboratory Waste Management. A Guidebook.
PUB DATE- 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Chemistry; *Hazardous Materials; Laboratory Safety; Science Education; *Science Laboratories; *Waste Disposal; *Wastes

A primary goal of the American Chemical Society Task Force on Laboratory Waste Management is to provide laboratories with the information necessary to develop effective strategies and training programs for managing laboratory wastes. This book is intended to present a fresh look at waste management from the laboratory perspective, considering both the unique character and technical expertise of laboratories. The following chapters are included: (1) "Introduction"; (2) "Laws and Regulations"; (3) "Responsibilities of the Organization"; (4) "Training of Laboratory Workers"; (5) "Identification and Characterization of Wastes"; (6) "Reducing Wastes"; (7) "On-Site Waste Handling and Disposal"; (8) "Off-Site Monitoring and Control"; and (9) "Working with Regulators." (ZWH)

ED 376 157 SP 035 579

Arenz, Bernard W.; Appel, Michelle E.
A Pre-Student Teaching Field-Based Semester.
PUB DATE- 13 Oct 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Demonstration Programs; Education Courses; Elementary Education; Elementary School Teachers; *Field Experience Programs; Higher Education; Laboratory Schools; Learning Experience; Portfolio Assessment; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Public Schools; Student Teaching; Teacher Educators; *Theory Practice Relationship
IDENTIFIERS- *Preservice Teachers

This project is an exploration of the benefits of a field-based pre-student teaching semester in which elementary education students work with college professors and practicing elementary teachers in a more holistic way than is possible with traditional campus-based courses. A group of twenty-six college students met four days each week, seven hours each day for a combination of lecture, group interaction, and classroom experiences. The classroom site for this project was a room within the university laboratory school converted for this use allowing convenient access to the teachers and students in the laboratory school. The project students also worked in groups of six and seven in four public schools located in areas with a more culturally diverse student population than is typical of the laboratory school. Project evaluation indicated that participants believed they were better prepared for student teaching than within a more traditional program. Practicing teachers in the laboratory school and the public schools expressed the belief that their students also benefitted from this experience. Scheduling, communications, coordination, and curriculum development are areas that need considerable attention for successful implementation of the model. (Author)

ED 375 961 PS 022 774

Towse, John N.; Hitch, Graham J.
Analysis of Types of Errors Made by Children in Counting Objects:
A Quantitative Breakdown of Data.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Computation; *Data Analysis; Data Interpretation;
*Error Patterns; Foreign Countries; Primary Education;
*Research Methodology; Statistical Significance; Statistics;
*Young Children
IDENTIFIERS- Great Britain

This paper summarizes an experiment conducted to examine the counting performance of 7- and 8-year-olds. Analysis of variance was computed on counting errors produced when enumerating a set of squares on a computer screen. The factors included in the analysis were age, gender, array size, error type, proximity, and error form. The primary conclusion of this analysis is that the impact of including error type does not lead to theoretically important changes in results compared to the omission of this factor. It is also noted that with a skewed data set, where the errors were too infrequent to avoid floor effects, spurious results are possible. Therefore, any effects which are of particular interest should be replicated before particular weight is placed upon them. The bulk of the paper consists of statistical tables related to the experiment. (MDM)

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Nicholson, Charles L.; Alcorn, Charles L.
Educational Interpretations of the WISC-III.
PUB DATE- 8 Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the International Convention of the Council for Exceptional Children (Denver, CO, April 8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Educational Diagnosis; Factor Structure; Identification; Intelligence Quotient; *Intelligence Tests; Learning Disabilities; Performance; *Student Placement; Test Construction; *Test Interpretation; Test Results; Test Use; Verbal Ability
IDENTIFIERS- *Wechsler Intelligence Scale for Children III

The Wechsler Intelligence Scale for Children (WISC) has a long history, dating back to the 1930s, when it was devised specifically for measuring the intelligence of children through verbal and performance subtests. Intelligence quotients (IQs) are developed for verbal and performance skills. The subtests, their factors, indices derived from them, and IQs are discussed for the third version (WISC-III). A difference of 15 points between the verbal and performance IQs is indicative of problems that may warrant further evaluation. While the WISC-III may have some value in identifying neurological problems, its primary uses are in educational applications. A worksheet is described for the educational applications of the WISC-III. It allows the evaluator to examine a number of factors influencing achievement and provides a sound basis for educational placement and curriculum recommendations. A narrative section is included for specific interpretations and recommendations for the classroom teacher. (Contains 44 references.) (SLD)

ED 376 197 TM 022 298

Broyles, Susan
An Introduction to IPEDS.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Colleges; *Data Collection; *Educational Trends; *Enrollment; *Institutional Characteristics; National Surveys; *Postsecondary Education; School Personnel; Trend Analysis; Two Year Colleges; Universities; *Vocational Education
IDENTIFIERS- *Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from all providers of postsecondary education. It is the core postsecondary education data collection program within the Department of Education. This discussion describes the IPEDS, its scope, and component surveys. Postsecondary education is defined as provision of a formal instructional program with a curriculum designed primarily for students beyond the compulsory age for high school, whether academic, vocational or continuing professional education. Excluded are avocational and adult basic education programs. The IPEDS survey universe contains about 11,000 postsecondary schools, broadly grouped as baccalaureate or higher degree institutions, two-year institutions, and less than two-year institutions. The IPEDS surveys provide data used for trend analysis and the reporting of institutional characteristics for planning and policy purposes. The surveys are: (1) Institutional Characteristics; (2) a financial survey; (3) a survey of salaries, tenure, and benefits of full-time faculty; (4) the "Fall Staff" survey of employees; (5) an enrollment survey; and (6) the completions survey. The availability of IPEDS data is outlined, with instructions for Internet retrieval. ([illegible]D)

ED 376 217 TM 022 359

Heidotting, Terri; And Others

A Quantitative Synthesis of Child Sexual Abuse Prevention Programs.

PUB DATE- Apr 94

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Abuse; Comparative Analysis; *Effect Size; Elementary Education; Elementary School Students; Followup Studies; Knowledge Level; Mathematics Tests; *Meta Analysis; *Preschool Children; Preschool Education; Pretests Posttests; Prevention; *Program Evaluation; Research Methodology; Retention (Psychology); *Sexual Abuse; Synthesis; Teaching Methods

The objective of this study was to evaluate quantitatively through meta analysis the effectiveness of child sexual-abuse prevention programs conducted over the past 10 years. Eighteen controlled studies evaluating such programs were coded for salient features and study outcomes and were then described using the common scale of effect size. An overall effect size was calculated, using each of the 18 studies as a single data point. The results were striking. In comparing the effects of prevention programs to control group performances, a mean effect size of 0.57 was calculated, which indicated a moderate effect on posttest knowledge. Follow-up retention scores across studies also reported a medium effect size of 0.47 from 2 weeks to 1 year following training. Moreover, preschool-age children demonstrated large effect sizes on posttest and follow-up scores, while school-age children demonstrated moderate effects. The method of program presentation was found to have differential effects on student performance, with active, behavioral teaching methods more effective. The implication of this meta analysis is that a brief training program appears to be an effective, economical method of imparting sexual-abuse prevention strategies to children. Contains three tables, two figures, and 26 references. (Author/SLD)

ED 376 237 UD 030 088

Seeley, David S.

Expanding Paraprofessional Staff To Help Children Succeed in School. Neighborhood Employment Initiative.

SPONS. AGENCY- Leon Lowenstein Foundation, New York, NY.
PUB DATE- Sep 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; Educational Needs; Elementary Secondary Education; Employment Opportunities; *Employment Practices; Financial Support; *Neighborhoods; *Outreach Programs; *Paraprofessional School Personnel; Parent Education; Parent Participation; Personnel Selection; Program Development; *Training
IDENTIFIERS- *New York (New York); New York City Board of Education

A preliminary study reports on the possibilities for increasing the employment of people from New York City's poor neighborhoods to help children succeed in school through such nonclassroom activities as home visitation, parent education, facilitation, and coordination of parent-involvement activities, and assistance in the provision of health, counseling, and family services. It is based on a review of present paraprofessional staffing in New York City and discussions with people inside and outside the school system. Preliminary results indicate that hiring neighborhood people to help schools is a sound concept. At present, there are many paraprofessionals in New York, but only a small number of paraprofessionals are employed in reaching out to families. There is a pressing need for the kinds of services such a staff could provide. Some existing funds could be reprogrammed for these purposes, and some new sources are possible. The selection and training of paraprofessionals is extremely important, as are leadership and administration, career ladders, and continuing evaluation and research of their use. Appendix A provides background information, and Appendix B is a suggested funding proposal. (SLD)

DESCRIPTORS- Cooperative Learning; *Critical Thinking; *Curriculum Development; Disadvantaged Youth; Early Childhood Education; *Educational Change; Educational Quality; Elementary Secondary Education; *Experiential Learning; Grade Repetition; Graduation Requirements; *High Risk Students; Relevance (Education); Student Promotion; Teaching Methods; Thinking Skills; *Time Factors (Learning)
IDENTIFIERS- *Reform Efforts

The curricular recommendations of the current educational-reform movement are discussed and their likely effects on at-risk youth are considered. Current reform efforts tend to focus on three major curricular changes: (1) increase the number of academic courses required to graduate from high school; (2) increase the time for education; and (3) end social promotion and promote on the basis of achievement. A look at the probable effects of these reforms suggests that increasing academic requirements will serve only to penalize at-risk youth and that increasing the time devoted to learning will have only modest effects, if any, on their achievement. Research suggests that retaining at-risk students is likely only to waste an additional year. More effective alternatives would include a quality curriculum that emphasizes critical thinking and problem solving and has relevance to the life experiences of the student. Improved instructional technology, which includes appropriate teaching methods, would benefit at-risk students in particular. Field learning would provide experiential knowledge that could facilitate broad development for marginal students. (Contains 29 references.) (SLD)

ED 376 178 TM 022 165

Basic Facts about Wisconsin Elementary and Secondary Schools 1993-94. Bulletin No. 94376.

PUB DATE- 94
NOTE- 385p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; *Elementary Secondary Education; *Enrollment; Ethnic Groups; Expenditures; *Public Schools; School Districts; School Personnel; Special Education; *State Aid; Statistical Studies; Tables (Data); *Teachers
IDENTIFIERS- *Wisconsin

Basic facts are summarized about the public schools of Wisconsin in the 1993-94 school year. Nine statewide summary tables (Section A) present information about ethnicity and the numbers of schools, districts, students, teachers, and other school personnel. Student and staff data are shown by school district in a table in Section B. Two tables in Section C plus a tabular summary present the complete annual school cost per member. Section D presents 24 tables on the distribution of state aid dollars, broken down by type of program, such as bilingual education or aid for special education and compensatory programs. Section E estimates the equalization aid eligibility for payment in 1993-94 in tabular form. Section F presents a summary of categorical aid eligibility, and Section G tabulates the school district levy rates. (SLD)

ED 376 198 TM 022 305

Kupermintz, Haggai; And Others
Enhancing the Validity and Usefulness of Large-Scale Educational Assessments: I. NELS:88 Mathematics Achievement.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 6 Jun 94
NOTE- 39p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Educational Assessment; Ethnic Groups; Factor Analysis; Grade 8; Grade 10; Longitudinal Studies; *Mathematics Achievement; National Surveys; Racial Differences; Regression (Statistics); *Scores; Secondary Education; Sex Differences; Socioeconomic Status; Student Attitudes; Testing Programs; Test Items; Test Use; *Test Validity; Thinking Skills
IDENTIFIERS- *Large Scale Assessment; *National Education Longitudinal Study 1988

This study demonstrates that the validity and usefulness of mathematics achievement tests can be improved by defining psychologically meaningful subscores that yield differential relations with student, teacher, and school variables. The National Education Longitudinal Study of 1988 (NELS:88) 8th- and 10th-grade math tests were subjected to full information item factor analysis. Math knowledge and math reasoning factors were distinguished at both grade levels. Regression analyses showed that student attitudes, instructional variables, course, and program experiences related more to knowledge, whereas gender, socioeconomic status, and some ethnic differences related more to reasoning. Teacher emphasis on higher-order thinking, student use of home computers, and early experience with advanced mathematics courses related to both dimensions. It is recommended that national educational surveys use multidimensional achievement scores, not total scores alone. One figure and eight tables illustrate the analysis. (Contains 35 references.) (Author/SLD)

ED 376 238 UD 030 089

Rotberg, Iris C.
New Directions for Chapter 1. Congressional Testimony.
PUB DATE- 18 Mar 94
NOTE- 22p.; Oral statement before the Subcommitee on Education, Arts and Humanities, Committee on Labor and Human Resources, United States Senate.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Educational Change; Educational Finance; Educationally Disadvantaged; Educational Needs; Educational Opportunities; *Educational Policy; Elementary Secondary Education; Equalization Aid; *Federal Aid; Low Income Groups; Needs Assessment; *Policy Formation; Public Policy; *Resource Allocation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; Hawkins Stafford Act 1988

The RAND Institute on Education and Training conducted an analysis of Federal policy options to improve education in low-income areas. The analysis focuses on Chapter 1 of the Elementary and Secondary Education Act of 1965, the nation's program for assisting educationally disadvantaged students. After a quarter century of Chapter 1 efforts, it is an appropriate time to review its accomplishments and problems and to assess options for strengthening the program. A number of approaches yielded information about Chapter 1 implementation and impacts, including comprehensive review of existing evaluation data, invited commentaries by 91 experts, and a commissioned study of Federal options for school-finance equalization. RAND recommends a new three-part strategy for meeting the needs of low-income students: (1) increase Chapter 1 funding for the lowest-income schools; (2) reformulate Chapter 1 to encourage better education for low-income children of all achievement levels; and (3) use a separate general-aid program to provide incentives for equalizing overall funding within states. (SLD)

ED 376 259 UD 030 173

D'Amico, Joseph J.; Corcoran, Thomas B.
Influencing Legislation, Policy, and Funding To Benefit Urban Schools and Students. Position Paper #4.
PUB DATE- Jan 85
NOTE- 17p.; Prepared for the Urban Schools Superintendents of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Centralization; *Educational Finance; Educational Policy; Elementary Secondary Education; Federal Legislation; Information Dissemination; Needs Assessment; *Policy Formation; *Political Influences; State Legislation; State Regulation; *Superintendents; Teacher Certification; *Urban Schools
IDENTIFIERS- *New Jersey; *Pennsylvania

A discussion session for urban school superintendents from Pennsylvania and New Jersey identified four educational issues, currently the focus of a good deal of political debate and activity, that illustrate the shift from local to Federal, and then from Federal to state-level influence and initiative. These are (1) centralization of control; (2) educational adequacy; (3) financial equity; and (4) staff certification, supervision, and salary. Superintendents from New Jersey and Pennsylvania acknowledged that they must increase their influence over local- and state-level policies because there was little they could do about national issues. Because the superintendents had previously concluded that the Pennsylvania League of Urban Schools (PLUS) was more effective at influencing state and local policy than its New Jersey counterpart, much discussion centered on how New Jersey might adapt PLUS tactics. The association of urban superintendents in Pennsylvania enjoys a large budget and the services of a paid director--attributes that enhance the effectiveness of the association. The development of coalitions and information systems was seen as a way to improve the effectiveness of superintendents' efforts in both states. (Contains 31 references.) (SLD)

ED 376 218 TM 022 361

Kokoski, Teresa M.; Housner, Lynn Dale
Pathfinder Analysis of Knowledge Structures: An Exploratory Investigation of Math and Science Teacher Educators.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Algorithms; *Cognitive Structures; Higher Education; *Mathematics; Memory; Scaling; Science Education; *Sciences; Teacher Education; *Teacher Educators; Teaching Methods; *Undergraduate Students
IDENTIFIERS- Knowledge Acquisition; *Pathfinders

The present study was an exploratory study of the content-specific knowledge structures of three teacher educators (two in math and one in science). Pathfinder, a method for eliciting associative memory networks, was used to describe the knowledge structures of the teacher educators. Pathfinder was also used to determine changes in knowledge structures of students enrolled in a teaching methodology class taught by each educator. Finally, a measure of the correspondence between students' knowledge structures and those of the teacher educators was correlated with students' performances in the courses. For two teacher educators, students' knowledge structures corresponded more closely with that of the teacher educator after the course than before. For one teacher educator, students exhibited little change in knowledge structure correspondence. Also, students who corresponded most to teacher educators performed better in their respective courses. The findings point to the need for further study of the acquisition of knowledge in undergraduate students and the processes associated with the transmission of knowledge in math and science teacher-education programs. Contains 3 figures, and 19 references. (Author/SLD)

ED 376 179   TM 022 167

Elster, Charles Harrington; Elliot, Joseph

Tooth and Nail: A Novel Approach to the New SAT. A Harvest Test Preparation Book.

PUB DATE- 94

NOTE- 385p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *College Entrance Examinations; Glossaries; Higher Education; High Schools; *High School Students; *Learning Strategies; *Test Coaching; Test Wiseness; *Vocabulary Development

IDENTIFIERS- Mysteries (Literature); *Scholastic Assessment Tests

"Tooth and Nail" is a novel that teaches vocabulary for the Scholastic Aptitude Test (SAT) in context. Rather than presenting lists of vocabulary words to memorize, the mystery novel presents some 1,200 words, which have appeared in past SATs, in context. The story, about going off to college, features a literacy treasure hunt involving rare books and manuscripts. SAT words are printed in boldface. A comprehensive glossary at the back of the book provides readily accessible definitions as well as references to pages where each word appears. SAT-style exercises are also presented, and the preface provides some general test-taking advice. (SLD)

ED 376 260 UD 030 174

D'Amico, Joseph J.; Corcoran, Thomas B.
The Impact of Tests and Promotion Standards on Urban Schools and Students. Position Paper #6.
PUB DATE- Jan 85
NOTE- 23p.; Prepared for the Urban Schools Superintendents of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Basic Skills; Curriculum Development; Dropouts; Educational Policy; Elementary Secondary Education; Standardized Tests; Standards; State Legislation; State Programs; *Student Promotion; Superintendents; Teacher Education; *Testing Programs; *Test Use; Trend Analysis; *Urban Schools
IDENTIFIERS- *New Jersey; *Pennsylvania

The impact of testing and promotion standards on students in urban schools was discussed by urban school superintendents from New Jersey and Pennsylvania. Pointing to research that suggests that standards alone are not enough to boost achievement, many educators recommend coupling more rigorous standards with appropriate remedial programs, staff development, and additional school resources. Both Pennsylvania and New Jersey have had standards and standardized-testing programs since the late 1970s. In Pennsylvania student performance is compared with statewide norms through a testing program called the Educational Quality Assessment. In New Jersey, student performance is measured with a state-developed test, the Minimum Basic Skills Test. Superintendents acknowledged that standards have great implications for remediation and potential dropouts. There was near consensus that helping students meet new standards will require strong commitments by all educators, as well as training for teachers. That urban and suburban results will be different must be acknowledged in any comparisons that are published. Recommendations were developed for standards of promotion and testing. An appendix summarizes trends in areas other than basic skills in Pennsylvania. (Contains 18 references.) (SLD)

ED 376 199 TM 022 306

Hamilton, Laura S.; And Others

Enhancing the Validity and Usefulness of Large-Scale Educational Assessments: II. NELS:88 Science Achievement.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 6 Jun 94

NOTE- 33p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; Course Selection (Students); *Educational Assessment; Ethnic Groups; Factor Analysis; Grade 8; Grade 10; *Knowledge Level; National Surveys; Problem Solving; Regression (Statistics); Sciences; Scores; Secondary Education; Sex Differences; Spatial Ability; *Test Use; Test Validity

IDENTIFIERS- *Large Scale Assessment; *National Education Longitudinal Study 1988

This study is second in a series demonstrating that achievement tests are multidimensional and that using psychologically meaningful subscores in national educational surveys can enhance test validity and usefulness. National Education Longitudinal Study 1988 (NELS:88) 8th- and 10th-grade science tests were subjected to full information item factor analysis. Factors reflecting everyday knowledge, scientific reasoning, chemistry knowledge, and reasoning with knowledge were obtained in 8th grade. Quantitative science, spatial-mechanical, and basic knowledge and reasoning were distinguishable factors in 10th grade. Regression analyses showed that different patterns of prior math and science achievement, and of course taking, were associated with each 10th-grade science factor. Teacher emphasis on problem solving and understanding related more to quantitative science and basic knowledge and reasoning. Spatial-mechanical reasoning showed the strongest gender and ethnicity effects; it related also to science museum visits, but not to instructional variables. It is recommended that multidimensional achievement scores be used to capture student and teacher effects that total scores alone miss. Nine tables illustrate the analysis. (Contains 5 references.) (SLD)

ED 376 219 UD 029 175

Half the Battle: The High School Dropout Rate Is Down, but the Graduation Rate Is Not Rising.

PUB DATE- Feb 93
NOTE- 31p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cohort Analysis; *Disadvantaged Youth; Dropout Research; *Dropouts; Educational Objectives; Educational Opportunities; *Graduation; *High School Graduates; High Schools; Public Schools; Tables (Data); Trend Analysis; *Urban Schools
IDENTIFIERS- *New York City Board of Education

This report presents an analysis of graduation rates for the New York City public high schools for recent years. The analysis is based on cohort data published by the City Board of Education. Preoccupation with the dropout rate may obscure the more important fact that the graduation rate has not improved. The proportion of New York City public high school entrants who drop out within 4 years has declined steadily, from 21.8 percent for the class of 1986 to 17.2 percent for the class of 1991. Only 41 percent of the class of 1986 graduated within 4 years, and this rate declined to a low of 37.6 percent in 1990. In 1991, the graduation rate rose slightly to 38.9 percent. Neither has the long-term graduation rate improved. Seven years after entering high school, only 57 percent of the classes of 1986, 1987, and 1988 had graduated, and rates did not improve in successive classes. Students may stay in school longer, but they are still not able to achieve performance standards. Improving the graduation rate will certainly require enhancing students' opportunities to take and pass required courses. Four tables present cohort data. Two appendixes (seven tables) further summarize study information. (SLD)

ED 376 239 UD 030 090

Asian American Concerns. The Report of the Chancellor's Task Force.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Asian Americans; *Cultural Differences; Curriculum Development; Disadvantaged Youth; Dropout Rate; Elementary Secondary Education; *Human Resources; *Limited English Speaking; Minority Groups; Needs Assessment; Outreach Programs; *Parent Participation; Public Schools; Student Needs
IDENTIFIERS- Language Minorities; New York City Board of Education

The rosy picture that Asian-American youth are academic successes by almost any gauge does not in fact hold true for many Asian-American students. These students, who make up 7.3 percent of the population of the public schools, are dropping out at a disturbing rate, and those who remain in school face an array of problems such as harassment from their peers, classes that are inappropriate for their achievement levels, language and cultural conflicts, and educators who ignore their problems because they expect Asian children to be perfect. The Asian-American community and the Chancellor of the New York City Board of Education established a Task Force to study the needs of Asian-American students. The following were identified as areas that most heavily affect the education of Asian-American children: (1) human resources; (2) program development in curriculum and guidance services; and (3) parent involvement. Schools at present are not adequately staffed, nor are the existing staff adequately trained to adapt teaching or counseling to the values and experiences of Asian students. Current school programs do not bridge the differences between values of Asian countries and those of the United States, and parents have not been effectively targeted to encourage their active involvement in their children's education. (Contains 38 references.) (Author/SLD)

ED 376 180 TM 022 168

Mislevy, Robert J.
Test Theory Reconceived. Project 2.4 Quantitative Models To Monitor the Status and Progress of Learning and Performance and Their Antecedents.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.; Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Washington, D.C.
PUB DATE- May 94
NOTE- 66p.; Version of a paper presented at the Annual Meeting of the National Council of Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; *Educational Assessment; *Inferences; Measurement Techniques; Models; Psychometrics; Statistical Analysis; Test Construction; Testing; *Test Theory
IDENTIFIERS- *Alternative Assessment

Test theory encompasses models and methods for drawing inferences about what students know and can do, cast in a framework of ideas from measurement, education, and psychology. The emerging paradigm of cognitive psychology prompts new considerations about collecting and interpreting evidence, suggesting alternative models for the nature, acquisition, and assessment of competence. Aspects of the models and methods that have been developed in the framework of standard test theory can be extended to the new discourse about student learning, but it is necessary to disentangle statistics from psychology, and to distinguish how we are reasoning from what we are reasoning about. Toward this end, the interplay of reasoning per se and the universe of discourse in which a problem is framed are discussed. Educational testing within alternative psychological paradigms and the inferential tasks entailed are considered. Implications of cognitive psychology for test theory are discussed and illustrated with examples from current projects. Five figures and six tables illustrate the discussion. (Contains 90 references.) (SLD)

ED 376 261 UD 030 175

D'Amico, Joseph J.; Corcoran, Thomas B.
Reassessing Urban Secondary Education: How Can We Renew Our High Schools? Position Paper #5.
PUB DATE- Jan 85
NOTE- 16p.; Prepared for the Urban Schools Superintendents of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Educational Environment; Educational Policy; Educational Quality; Expectation; High Schools; Inner City; *Professional Development; *Public Opinion; Public Schools; *Resource Allocation; Secondary Education; Social Problems; State Programs; *Superintendents; Urban Culture; Urban Environment; *Urban Schools

IDENTIFIERS- *New Jersey; *Pennsylvania; School Culture

Urban school superintendents from Pennsylvania and New Jersey met to consider issues related to the improvement of urban secondary schools. Although the public is pessimistic about all urban public schools, it regards secondary schools with particular pessimism. There are 70 urban high schools in New Jersey and 81 in Pennsylvania. Superintendents grouped their problems into the three areas--expectations, resources, and education. Expectations concern not only the expectations teachers have for their students, which are often entirely too low, but also the expectations the public has of its school systems. Discussants unanimously agreed that resources for quality education in inner-city high schools are insufficient, but their definition of resources was broader than mere budgetary considerations. Because they did not imagine that either expectations or resources would improve greatly, superintendents acknowledged that they need to work with what they have and focus on education through professional development and improving the public's understanding of urban realities. Recommendations for helping urban secondary schools centered around these areas. (Contains 24 references.) (SLD)

ED 376 220 UD 029 197

Visions into Voices: Impact II Catalog of Teacher-Developed Programs 1992-1993.
PUB DATE- 93
NOTE- 63p.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Computer Science; *Curriculum Development; Directories; *Educational Innovation; Elementary Secondary Education; Fine Arts; History; Mathematics; Physical Education; Program Descriptions; *Program Development; Resource Materials; School Based Management; Sciences; Social Studies; Teacher Developed Materials; *Teaching Methods; *Urban Schools
IDENTIFIERS- *IMPACT II; New York City Board of Education

IMPACT II is a nationwide educational nonprofit organization that supports innovative teachers who exemplify professionalism, independence, and creativity within the public school systems. The model has been adopted in many areas, including New York (New York). This catalog contains profiles of 33 projects that represent innovative teacher-developed curriculum in New York City. Profiles, divided by grade level, are organized into the following subject areas: (1) the arts; (2) communication arts; (3) mathematics and computer sciences; (4) physical education; (5) science; (6) social studies and history; and (7) school-based-management team grants (team-teaching projects). Information useful to project replication is provided. (SLD)

ED 376 240   UD 030 091

Anderson, Judith

Who's In Charge? Teachers' Views on Control over School Policy and Classroom Practices. Research Report.

PUB DATE- Aug 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; Decision Making; Discipline; Educational Environment; *Educational Policy; Educational Practices; Elementary Secondary Education; National Surveys; Power Structure; Private Schools; *Professional Autonomy; Public Schools; *Teacher Attitudes; Work Environment
IDENTIFIERS- Control (Social Behavior); *Schools and Staffing Survey (NCES)

Teachers' views on their control of school policy and classroom practices are analyzed on the basis of data from the Schools and Staffing Survey (SASS) of 1990-91. The SASS, a nationally representative survey of more than 53,000 teachers, reflects teachers' opinions of school conditions. Overall, teachers (61 percent) did not believe that they had much influence over the determination of discipline policy. Only 37 percent believed they had much influence over establishing curriculum; and only 33 percent believed they had influence over determining the content of inservice programs. Only 29 percent believed they were influential in policy-setting decisions on grouping students. Private school teachers were more likely to feel that they had some control in these areas, but even they did not think they had much control. Most teachers did believe that they had considerable control over classroom matters. Teachers in big-city schools were less likely to feel that they had any control over policy, but they had similar perceptions about classroom control. (Contains 4 references.) (SLD)

ED 376 181 TM 022 169

Smith, Mary Lee; And Others

What Happens When the Test Mandate Changes? Results of a Multiple Case Study. Project 3.2 State Accountability Models in Action.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 94

NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; Case Studies; Criterion Referenced Tests; Data Collection; *Educational Assessment; Educational Change; Elementary Secondary Education; *Program Implementation; State Legislation; *State Programs; *Testing Programs; *Test Use

IDENTIFIERS- Arizona; *Arizona Student Assessment Program; Iowa Tests of Basic Skills; *Performance Based Evaluation

The 1992-93 school year marked the first year of implementation of the statewide mandate of the Arizona Student Assessment Program (ASAP), which revised previous legislation. Iowa Test of Basic Skills testing requirements were restricted to grades 2 and 7, and districts were allowed greater flexibility in their own testing, which had previously been almost exclusively through criterion-referenced tests. Performance assessments were supported by the new legislation, and teachers generally saw the ASAP as a low-stakes assessment in line with educational trends. The implementation of the ASAP and its changes were studied in four elementary schools during the first implementation year in a multiple case-study design with various data collection methods. Results indicate that local responses to the ASAP were varied and that differences in implementation were significant. Common among the sites was the belief that testing from an outside agency is still separate from instruction and is an add-on to normal school operation. An appendix contains a cross-site data matrix. (Contains 14 references.) (SLD)

ED 376 200 TM 022 309

Moore, Joyce L.; Schwartz, Daniel L.
Visual Manipulatives for Proportional Reasoning.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Grade 6; Intermediate Grades; *Mathematics; *Problem Solving; *Teaching Methods; *Thinking Skills; Visual Aids
IDENTIFIERS- Jasper Woodbury Problem Solving Series; *Proportional Reasoning; *Visual Manipulation; Visual Representation

The use of a visual representation in learning about proportional relations was studied, examining students' understandings of the invariance of a multiplicative relation on both sides of a proportion equation and the invariance of the structural relations that exist in different semantic types of proportion problems. Subjects were 49 high-ability sixth-grade mathematics students using the Jasper Adventure Series of problems. The first research question was whether the provided visual representation would influence student understanding of proportion. Students spontaneously transferred an extrapolation strategy to a second problem domain, suggesting that instruction facilitated a recognition of the structural equivalence in the two domains. The second question was whether the visual representation would interact differently with student reasoning on the part/whole and rate problems. Students were more successful using the representation presented during rate instruction on part/whole problems than vice versa. Differences in student reasoning tentatively suggest a sequence of instruction in which visually-mediated instruction with rate problems precedes that of part-whole problems. Three figures present study findings. (Contains 8 references.) (SLD)

ED 376 221 UD 029 749

Scheuer, Joan
Equity in the Funding of Public Elementary and Middle Schools in New York City. Part I. Top-Down Budgeting.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Oct 93
NOTE- 34p.; For Part II, see UD 029 750. Separately published 6-page summary appended to both parts.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Centralization; *Educational Equity (Finance); Elementary Education; *Equal Education; *Equalization Aid; Expenditures; Finance Reform; *Financial Support; Parent Influence; Public Schools; Resource Allocation; Role Perception; School District Autonomy; School District Wealth; Teacher Salaries; *Urban Schools
IDENTIFIERS- Educational Priorities Panel NY; *New York (New York)

The Educational Priorities Panel undertook a study to find out how funds are distributed among community school districts in New York (New York) and how resources are distributed to individual schools within the system. District decision making was also studied. In Part I, interviews were conducted in 10 representative school districts to learn how local participants in the budget process viewed their roles and how they used newly published spending plans. Superintendents, business managers, community school-board members, school staff, and parents were interviewed about the budget process and allocation choices. Budget decision-making processes throughout the school system are highly centralized. The central board enjoys a much wider range of policy options than has been awarded to the individual districts. Even within the community school districts, fiscal decision making is highly centralized. Community school boards and parents have little influence on spending decisions. In addition, the central-budget process is often out of step timewise with the local schedule for making allocation decisions. Published spending plans are difficult to understand and consequently are not used effectively.

Recommendations are made for bottom-up, rather than top-down, decision making about resources. (SLD)

ED 376 241 UD 030 092

Ladson-Billings, Gloria

A Tale of Two Teachers: Exemplars of Successful Pedagogy for Black Students.

SPONS. AGENCY- National Academy of Education, Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- May 89
NOTE- 35p.; Paper presented at the Educational Equality Project Colloquium "Celebrating Diversity: Knowledge, Teachers, and Teaching" (New York, NY, May 4-5, 1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; Case Studies; *Cultural Awareness; Elementary Education; *Elementary School Teachers; Parent Participation; Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *African Americans

As part of a study of successful teaching for black students, two case studies of effective teaching for African Americans are presented. To date, eight teachers in a small, predominantly black school district who were identified as being effective teachers by both parents and principals have been interviewed. Two examples demonstrate the characteristics that have resulted in superior teaching for the district's students. One teacher, a white woman of considerable experience, is able to see the commonalities between her life and her students' lives. She emphasizes preparation for her classes and the importance of parent participation. The other teacher, a somewhat younger black woman who also has considerable teaching experience, also establishes a bond between herself and her students. Both teachers exemplify culturally relevant teaching, and both are aware of the fundamental importance and seriousness of the teaching task. Contains 32 notes. (SLD)

ED 376 262 UD 030 176

Morrow-Pretlow, Tharyll W.

Using Rap Lyrics To Encourage At-Risk Elementary Grade Urban Learners To Read for Pleasure.

PUB DATE- 94

NOTE- 55p.; Ed.D. Practicum, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; *Elementary School Students; *High Risk Students; *Music Activities; Positive Reinforcement; Pretests Posttests; Program Evaluation; *Reading Achievement; Reading Habits; *Reading Instruction; Reading Interests; *Recreational Reading; Relevance (Education); Teaching Methods

IDENTIFIERS- *Rap Music

This practicum was developed to encourage the at-risk urban elementary school student to read for pleasure daily. Participants listened to their favorite rap songs, wrote lyrics for their own rap songs, and then read the lyrics as a text. The practicum was performed in a neighborhood community recreation center that serves urban students from local elementary schools receiving Chapter 1 services and funds. Fifteen students from grades 2 through 6 were identified as at-risk and targeted for the program because they were at least two grade levels below national norms. Interviews with these students indicated that they did not enjoy reading or writing and never did either for pleasure. A review of the literature had suggested to the author that rap music might provide a key to literacy for these students. After writing their songs, students were asked to retell their messages and to read a self-selected book relating to their personal raps. For a variety of reasons, only 6 of the 15 completed the program, but students who did complete the program showed increased pleasure in reading. Increased reading proficiency was reflected in the grades of five of the six. Two appendixes contain the student survey and interview questions. (Contains 32 references.) (SLD)

ED 376 182 TM 022 199

Mackenzie, Stella
Pupil Membership and Related Information, Fall 1993.
PUB DATE- Apr 94
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Average Daily Membership; *Educational Trends; Elementary Secondary Education; *Enrollment; Enrollment Trends; High School Graduates; *Minority Groups; *Public Schools; Trend Analysis; *Urban Schools
IDENTIFIERS- *Colorado; Colorado (Denver)

Information from Colorado's school districts was used to prepare this report on student membership. In fall, 1993 there were 625,062 students in Colorado's public schools. For the fourth consecutive year, membership increased, with a 2% increase in 1993. Membership has begun increasing in secondary education as the large elementary cohort of the period from 1983 ages. Minority student enrollment has increased, with Blacks and Hispanics representing 25.9% of the fall 1993 student membership. These same groups made up 9.0% of Colorado's teachers. The Denver metropolitan area includes 53.8% of the state's total student membership. The fall 1993 pupil/teacher ratio was 18.6 to 1, an increase over recent years. The graduation rate of 79.9% was approximately that of 1992. These statistics and others are presented in two illustrations and nine tables. (SLD)

ED 376 201 TM 022 310

Moore, Joyce L.; Schwartz, Daniel L.
Show How You Know: A Visual Medium for Demonstrative Discourse.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstrations (Educational); *Educational Environment; *Elementary School Students; Grade 6; Intermediate Grades; *Mathematics; *Problem Solving; Social Environment; Thinking Skills; Visual Aids
IDENTIFIERS- Discourse; Jasper Woodbury Problem Solving Series; *Proportional Reasoning; *Visual Representation

In an effort to create a mathematics learning environment in which the social nature of the classroom facilitates conceptual conjecture and justification, a visual representation has been designed that students can manipulate to make demonstrative proofs in the domain of proportional representation. This study explores student use, incorporation, and extension of this representation in classroom and face-to-face settings. Subjects were 49 high-ability sixth graders using the video-based mathematics series, the Jasper Adventure Series. The visualization helped students identify and articulate proportional relationships. Students used the representation in diverse and often innovative ways when they demonstrated their problem solutions to other students. While students were able to understand refutations of problems, they generally could not generate them, although the visual representation helped them generate contradictions in reasoning. Students began to create a culture in which demonstration became a social phenomenon. Results suggest a promising model of discourse that is an alternate to the procedural descriptions language in general use. Four figures illustrate the study. (Contains 5 references.) (SLD)

ED 376 222   UD 029 750

Berne, Robert; Stiefel, Leanna
Equity in the Funding of Public Elementary and Middle Schools in New York City. Part II. School and Community School District Budgets and Expenditures in New York City.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Oct 93
NOTE- 239p.; For Part I, see UD 029 749. Separately published 6-page summary appended to both parts.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Budgeting; Centralization; Comparative Analysis; *Educational Equity (Finance); Elementary Education; *Equal Education; *Equalization Aid; Expenditures; Finance Reform; *Financial Support; Public Schools; Resource Allocation; School District Wealth; Teacher Salaries; *Urban Schools
IDENTIFIERS- Educational Priorities Panel NY; *New York (New York)

The Educational Priorities Panel undertook a study to find out how funds are distributed among community school districts in New York (New York) and how resources are distributed to individual schools within the system. For the first time, in 1992, the New York City Board of Education published detailed budgets for the 32 community school districts and the elementary and middle (or junior high) schools within these districts. This report is Part II of the findings of the study by the Educational Priorities Panel; it presents the first systematic analysis of these district and school budgets and of selected expenditure data. Community school district budgets are analyzed by examining general-education budgets, general-education positions, reimbursable-program budgets, and general-education plus reimbursable-program budgets. In elementary schools, per-pupil budgets and expenditures are somewhat lower in high-poverty versus low-poverty districts and schools. In middle schools, the reverse is true. Total reimbursable funds for general-education pupils are higher in higher-poverty districts, but only Federal entitlement funds show higher spending per eligible pupil in higher-poverty schools. Details of district- and school-level budgets and expenditures for general education and reimbursable programs are presented in 101 tables accompanying part II. (SLD)

ED 376 242 UD 030 151

Hemmings, Annette
Culturally Responsive Teaching: When and How High School Teachers Should Cross Cultural Boundaries To Reach Students.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Black Students; College Preparation; Cultural Awareness; Cultural Differences; Curriculum Development; High Schools; *High School Students; *Minority Groups; *Multicultural Education; Public Schools; Qualitative Research; *Secondary School Teachers; Student Attitudes; *Teacher Expectations of Students; Teacher Role; *Teacher Student Relationship; Teaching Methods; Traditionalism
IDENTIFIERS- *Culturally Responsive Education

In the 1980s several qualitative studies of midwestern public high schools that serve students of color were conducted. Many teachers attempted to reach these students by adopting culturally responsive teaching strategies. While some teachers insisted that abandoning traditional pedagogy was to give up on socially legitimate teaching, others tried to narrow the social distance between themselves and their students by building personal relationships and by taking students' ways of life into account in making decisions about teaching. Anecdotes and vignettes illustrate some successful and unsuccessful approaches. Some teachers who tried to bridge cultural differences were perceived as condescending or phony or were criticized by students for ignoring things students thought they would need to know in the mainstream world of education and society. Observation of successful teachers suggests that it is important for the teacher to act in a manner that students regard as appropriate for teachers, to provide them with information needed for mainstream educational activities, to acknowledge their social identities and cultures in curriculum and instruction, and to invite them to explore multicultural perspectives. (Contains 17 references.) (SLD)

ED 376 263 UD 030 177

Burnett, Gary; And Others

The Unfulfilled Mission of Title 1/Chapter 1 Programs. Urban Diversity Series No. 105.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Basic Skills; *Compensatory Education; Disadvantaged Youth; Educational Change; Educational Equity (Finance); Educational History; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Government; Government Role; *High Risk Students; Local Government; Minority Groups; Models; National Programs; Poverty; *Program Effectiveness; Program Evaluation; Resource Allocation; State Government; Supplementary Education; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; Hawkins Stafford Act 1988

Critics of the Federal Title I and Chapter 1 compensatory education programs to increase the academic skills of disadvantaged children suggest that the return for the Federal investment has been small and that designers have not created programs that work. When the compensatory education programs were conceived, their promise was immense. During its 30-year history, the Federal initiative has been affected by regulatory structures and by demographic and educational changes in the nation. Although program goals were fairly clear, the program has become increasingly intricate and often confusing. Particular aspects of pull-out, add-on, in-class programs, and schoolwide projects are examined, along with program impacts on curriculum and instruction, parent participation, teacher education, and the education of minority students. Suggestions for the improvement of the Title I and Chapter 1 programs center on restoring their original goals and returning to the idea of improving education to the point at which compensatory programs are no longer needed at all. (Contains 66 references.) (SLD)

ED 376 183 TM 022 200

Herrick, Mary Lee; Gold, Karen

Establishing Objective Criteria for Evaluating Statistics Texts.

PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; College Students; *Criteria; Decision Making; *Evaluation Methods; Higher Education; Research Methodology; Selection; Social Sciences; *Statistics; *Student Attitudes; Textbook Content; *Textbook Evaluation; Textbooks
IDENTIFIERS- *Objective Analysis

In choosing statistics texts for social science students, both the matter and the mode of presentation must be considered. Selecting a statistics text is not as straightforward as selecting a text in the student's major field. Five instruments were developed to explore aspects of selection of statistics texts. These are: (1) a student survey for currently used textbooks; (2) an instructor survey for currently used textbooks; (3) an instructor survey of what the ideal text would be; (4) an expert evaluation instrument that may be used on any statistics textbook; and (5) an instrument covering relevant objective information about any statistics textbook. The decision to use a student evaluation was based on the importance of judging a book's utility at least partly on its ability to reach its intended audience. All five instruments are appended. (Contains 12 references.) (SLD)

ED 376 202 TM 022 311

Hamilton, Laura S.
Validating Hands-On Science Assessments through an Investigation of Response Processes.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Rand Corp., Santa Monica, CA. Inst. for Education and Training.
PUB DATE- Apr 94
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Educational Assessment; *Elementary School Students; Grade 6; Intermediate Grades; Measurement Techniques; Protocol Analysis; Science Education; Student Attitudes; *Student Reaction; Test Construction; *Test Validity; Thinking Skills
IDENTIFIERS- *Hands on Science; Large Scale Assessment; *Performance Based Evaluation

Many current efforts to develop large-scale science assessments involve hands-on tasks because of their presumed power to elicit and measure scientific reasoning skills. An analysis of the processes in which students engage while responding to such assessment is needed in order to discover the specific forms of reasoning that tasks elicit. This paper describes a framework that organizes the cognitive demands that assessment tasks place on students. The framework is applied to a set of science tasks completed by 20 sixth-grade students using think-aloud protocols, observations, and interviews. This procedure revealed several ways in which tasks required skills not anticipated by the test developers and provided a richer understanding of what successful performance entailed. Three tables and one figure present study findings. (Contains 32 references.) (Author/SLD)

ED 376 184 TM 022 201

Kang, Gyenam Kim; Lee, Yeounwoo

National College Entrance Examination and Measurement Issues in Korea.

PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (New Orleans, LA, April 5-7, 1994).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Achievement Tests; Admission (School); Centralization; *College Entrance Examinations; College Preparation; Educational Research; *Evaluation Methods; Foreign Countries; Higher Education; High Schools; *Item Banks; *Measurement Techniques; National Competency Tests; Scholarly Journals; Standardized Tests; Student Evaluation; *Test Construction; Test Items; Test Use
IDENTIFIERS- Korean Society for Educational Evaluation; *South Korea

The Korean Society for Educational Evaluation is described, and the national college entrance examination used in Korea is discussed. The Korean Society for Educational Evaluation exists to promote exchange of academic information among members on measurement, statistics, research methodologies, and evaluation. The Society publishes a journal and supports conferences and symposia. A national symposium was held to discuss the new national college entrance examination system in April 1993. College admission has been very competitive in Korea, with only 25% of college preparatory students actually admitted. The Ministry of Education has had control of the college entrance screening system, which traditionally relied on high school grade point average and the college scholastic achievement test. Starting in 1994 a new system will allow colleges to select their own students using a new test of ability and achievement along with grades. The biggest problem regarding the new test is that the item bank has not yet been developed. Issues in item-bank development for Korea are discussed, and the Society of Educational Evaluation asks for help in developing the test as it offers help in other testing endeavors. Three tables outline requirements. The titles and contents of the Journal of Educational Evaluation are appended. (Contains 2 references.) (SLD)

ED 376 223 UD 029 792

Thornton, Miguel E.; And Others
Students Educating Each Other about Discrimination (SEED).
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Curriculum; Definitions; *Elementary School Students; Grade 6; High Schools; *High School Students; Intermediate Grades; Middle Schools; Peer Teaching; *Racial Discrimination; *Stereotypes

IDENTIFIERS- Ann Arbor Public Schools MI; *Students Educating Each Other about Discrimination

This manual is for the Students Educating Each Other about Discrimination (SEED) program and describes its philosophy and curriculum. This curriculum was approved by the Ann Arbor (Michigan) Public Schools School Board. SEED tries to eliminate most forms of discrimination through a program in which high school students encourage sixth graders to keep open minds. Facilitators begin by introducing themselves and sharing things about their personal experiences. Prejudice, stereotypes, and discrimination are defined to construct a common vocabulary for later discussions. Activities and games that help students understand the pain that prejudice and discrimination can cause are presented for use throughout the curriculum. Issues of peer pressure and race and gender stereotypes are explored. This manual does not provide schedules for curriculum delivery but does contain tips that student facilitators would need when working with sixth graders. (SLD)

ED 376 243 UD 030 152

Jose-Kampfner, Cristina

Youth Helping Youth: Linking Violence to Poor School Performance in the Latino Community.

PUB DATE- Apr 94

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). One page of references contains some broken type.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; College Students; Dropout Characteristics; Dropout Prevention; *Dropouts; Family Environment; Higher Education; *Hispanic Americans; Junior High Schools; *Junior High School Students; Mentors; Pilot Projects; Poverty; Relevance (Education); Secondary School Teachers; Social Problems; Suspension; *Violence; Youth Problems

IDENTIFIERS- *Detroit Public Schools MI; Focus Groups Approach; *Latinos

Why so many Latino students drop out of schools is considered from the perspective that much of the literature on this problem is inadequate because it ignores the experiences of Latino youth at home, in school, and in the community, and attempts to explain the failure of the educational system in terms of just one area. Interviews were conducted with 10 focus groups in southwest Detroit (Michigan). Three groups were for junior high school students and two were for parents, with one each for teachers, community workers, and school counselors, and two for Latino dropouts. In addition, a program that brings together college students as tutors, mentors, and group leaders with junior high school students was examined. Both the focus groups and the successes of the "Youth Helping Youth" program demonstrate that violence is endemic in the contexts in which these urban Latino students live and that traditional approaches have failed to recognize or to address the needs of these students. Integrating emotional support and individualized attention offers promise for combatting the environment that assaults these students. (Contains 71 references.) (SLD)

ED 376 264   UD 030 178

Williams, Wanda A.

Test Scores, School Performance and Parenting Issues: Assuring Academic Achievement. The Connection between Family Life and School Achievement: Given a Supportive Family, Black Children Can Succeed.

PUB DATE- Oct 94

NOTE- 18p.; Paper presented at the National Conference of the National Black Child Development Institute (Seattle, WA, October 6-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Behavior Patterns; *Black Students; *Disadvantaged Youth; Elementary Secondary Education; *Family Environment; *Family Influence; Parent Child Relationship; *Parent Participation; Role Models; Social Support Groups; Urban Schools

Two things in particular could change the status of students of color in our elementary and secondary education system and make improved academic achievement possible. One is providing role models that students can relate to in the classrooms, and the other is getting families involved in their children's education. A study on family life and school achievement by Reginald M. Clark argues that the family's main contribution to the child's success in school is made through the parent-child relationship. The overall quality of a family's lifestyle is the determinant of whether children come prepared for academic performance. Children who know what is expected of them and who experience the intergenerational transmission of behavior patterns that emphasize education perform better in school. Parents must be interested in their children's activities. They must have and communicate high expectations for school and home performance. Disadvantaged circumstances must not be used as excuses for failing to support children or grandchildren, because parent involvement is the key to academic and social success. Contains an annotated bibliography of four items and two references. (SLD)

ED 376 203 TM 022 312

Hamilton, Laura S.
An Investigation of Students' Affective Responses to Alternative Assessment Formats.
SPONS. AGENCY- National Science Foundation, Washington, D.C.;

Rand Corp., Santa Monica, CA. Inst. for Education and Training.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Constructed Response; Educational Assessment; *Elementary School Students; *Emotional Response; High Schools; High School Students; Intermediate Grades; Interviews; Mathematics; Multiple Choice Tests; State Programs; *Student Attitudes; *Test Format; Testing Programs
IDENTIFIERS- Alternative Assessment; Hands on Science; Performance Based Evaluation; Student Engagement

Despite the number of studies investigating affective aspects of test taking, little is known about how students perceive the kinds of extended performance assessments currently being developed for state and local testing programs. This paper presents two studies that address these issues. In the first, hands-on science tasks were administered to 20 sixth-grade and 29 fifth-grade students who thought aloud as they performed each task and answered interview questions afterward. In the other study, mathematics items were administered in three formats (multiple choice, short-answer constructed response, and extended problems) to 29 high school students who were interviewed after completing the items in each format. Results of both studies indicate a great deal of variability in the affective responses of students to novel assessment formats, and they suggest some possible influences on these responses, including the importance of the nature of engagement and students' perceptions of validity and fairness. Three tables and one figure present study findings. (Contains 16 references.) (SLD)

ED 376 224 UD 029 794

Scheuer, Joan

Unequal State Aid for Public Schools.

PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Comparative Analysis; *Educational Equity (Finance); Elementary Secondary Education; Enrollment; *Equal Education; *Equalization Aid; Financial Support; *Public Schools; Resource Allocation; Retrenchment; School District Wealth; *State Aid; State Legislation; State Programs; Suburban Schools; Trend Analysis; *Urban Schools
IDENTIFIERS- Educational Priorities Panel NY; New York City Board of Education

Data previously reviewed are updated to show that, despite cuts imposed statewide because of the deficit reductions of 1991-92, the relations in educational finance among New York City, the rest of the state, and the metropolitan suburban districts remain essentially unchanged. State aid per pupil fell below the previous year's level in 1991-92 in both the suburbs and the city. Once again New York City received less aid per pupil than the average for the rest of the state ($3,140 per pupil in 1991-92 compared to $3,463, the average in the rest of the state). Less-than-average state aid and limited city funds continued to curtail New York City school expenditures. With its near-average wealth and burdensome pupil needs the city would be expected to receive more aid than the average per pupil, but legislative restrictions on state aid and budget restrictions at the municipal level have produced a real shortfall for City children. Ten tables present data that support these findings. (SLD)

ED 376 244 UD 030 153

Meier, Daniel
Choice Time and Activity Framing.
PUB DATE- Apr 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Kindergarten; *Kindergarten Children; *Literacy; *Preschool Teachers; Primary Education; Public Schools; Socialization; *Teaching Methods; Time Blocks; *Time Factors (Learning); Time Management; Time on Task; Urban Schools
IDENTIFIERS- *Activity Structures; *Choice Behavior

Selected findings are presented from a qualitative, observational study of the relationship between a choice time event and literacy learning in an urban public school's kindergarten in California. The complicated interplay between the overall structure of an event and the small ways one teacher daily framed and guided children's participation in the social and academic ways of their kindergarten classroom was examined. Choice time was composed of two different activity times, "activity time" and "small-group time." The teacher framed these times by announcing them. This gives the children an overall skeletal outline for the activity period. Multiple-choice making and free-flowing activity areas were aspects of these times that the teacher promoted to permit second and third choices if space or materials were not available for the first-choice activity. Activity framing by the teacher offered a range of activity choices and emphasized certain aspects of literacy activities. Students were encouraged to make a real choice of activity, but the activities often focused on literacy, and framing by the teacher often enriched the choice-making opportunities. (Contains 23 references.) (SLD)

ED 376 265 UD 030 179

Needs Assessment: Quality Care for African American Children.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; *Child Caregivers; Child Development; Children; Cultural Awareness; *Day Care; Day Care Centers; Early Childhood Education; Futures (of Society); Government Role; *Needs Assessment; *Parent Participation; Safety; Self Esteem; Special Needs Students; Staff Development; Surveys; Urban Problems; Well Being
IDENTIFIERS- African Americans; Washington (King County); *Washington (Seattle)

A needs assessment was conducted to determine the needs of the Seattle (Washington) community for child care for African-American children. There were 40,194 licensed child-care slots in King County, Seattle's county, in 1990, but it was estimated that 75,000 children needed child-care services. Almost half probably needed child-care subsidies, but less than 5,000 actually received them through governmental programs. A survey of 173 programs, a more detailed study of 50 programs, and interviews with 34 center owners, directors, and program supervisors (including some home-day-care providers) resulted in the formulation of recommendations for child-care services in the Seattle area. Recommendations are given in the areas of (1) self-esteem and cultural awareness; (2) parental involvement; (3) environment and safety; (4) discipline; (5) staffing and staff development; (6) management and administration; (7) curriculum; and (8) community resources. An action agenda is defined to bring about recommendations in these areas. (Contains 21 references.) (SLD)

ED 376 185 TM 022 202

Forster, Margaret

Using Assessment Materials To Refine a Continuum of Skill Growth.

PUB DATE- Apr 94

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Tests; *Educational Assessment; Elementary Secondary Education; English; *Evaluation Utilization; Foreign Countries; Goodness of Fit; Outcomes of Education; *Profiles; Scoring; *Skill Development; Student Evaluation; *Test Construction; Test Items; Tests

IDENTIFIERS- *Australia

The ways in which assessment materials developed for the Speaking and Listening strand of the Australian English Profile have helped refine the continuum of skill growth are explored. In Australia, profiles map the progress of learning during compulsory schooling. Each profile is divided into strands representing critical areas of a learning domain. A strand is a common framework that can be used to chart student progress.

Achievement, which is divided into eight levels in each strand, is measured by various assessment materials, development of which illustrates the refinement of the continuum of skill growth. Selection of a level of focus enables contextualization of outcomes and pointers. These contexts then force the refinement of the continuum by demanding a more particular conceptualization of growth. The items and the way they are scored leads to recognition of student response levels. Analysis of fit statistics then clarifies the relationship between the profile substrands, and descriptions of item clusters inform the level descriptions of the profile. Two appendixes describe the levels and some tasks. Thirteen figures illustrate the discussion. (Contains 5 references.) (SLD)

ED 376 204 TM 022 315

Carlson, Janet F.

Remodeling Our View of Assessment: The Test Giver as Instrument.

PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Seattle, WA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Examiners; Experience; *Individual Differences; *Measurement Techniques; *Psychometrics; Scoring; Test Bias; Test Construction; *Testing; Test Reliability; Test Validity; Training

It is generally assumed that test administrators are accurate and dependable, and that the psychometric properties of validity and reliability applied to test givers are at acceptably high levels. The test giver is thought to have been standardized through training reinforced by experience. This paper considers validity and reliability in relation to test givers regarded as instruments of measurement. The test giver may be regarded as part of the instrument he or she uses, or the giver may be seen as the master instrument in charge of the others. It must be acknowledged that there are differences among test administrators. To ensure the best assessment by the test giver as instrument of assessment, the following must be addressed:

(1) acknowledging that the giver is a person; (2) not reviewing a child's records before the assessment; (3) referring to other reports before drafting one's own; (4) talking to other test givers regularly, particularly about scoring; (5) providing training on the issue of behavioral observations; and (6) ensuring that test developers acknowledge the role of the test giver. Two tables illustrate the discussion. (Contains 38 references.) (SLD)

ED 376 225 UD 029 795

The State of Learning.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Access to Education; Comparative Analysis; *Disadvantaged Youth; Educational Finance; Educationally Disadvantaged; Educational Resources; Elementary Secondary Education; *Equal Education; Expenditures; *High Risk Students; *Learning; Limited English Speaking; Low Income Groups; Minority Groups; Resource Allocation; Test Results; *Urban Schools
IDENTIFIERS- New York City Board of Education

A look at the figures in a recent report, "The State of Learning," reveals that for the students in New York City, who are almost one third of all those in the State's public schools system, the state of learning is deplorable. The children who are most at risk receive fewer resources than their more advantaged peers. Minorities constitute 82 percent of the City's public-school enrollment, and the City has by far the greatest concentration of poor children and students with language deficiencies. In addition, 11.1 percent of the City's students are in special education. New York City spent substantially less per pupil than comparably-sized districts in the downstate area and received less state aid per pupil than the state average. The City had the largest number of uncertified teachers, the greatest percentage of inexperienced teachers, and fewer teachers and staff per pupil than other state districts. Almost uniformly, the City's schools had the lowest levels of performance on state-administered tests. While the report reiterates the state's commitment to the principles that every child can learn and that every child is entitled to the resources necessary to provide opportunity, the current inequities must be addressed in order to focus on the children's needs. Six tables provide supporting data. (SLD)

ED 376 245 UD 030 154

Fuller, Edward J.

Trust as the Basis for Urban School Reform and as an Explanation of the Variability in Involuntary Minority Academic Achievement.

PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Causal Models; *Educational Change; Elementary Secondary Education; *Immigrants; *Minority Groups; *Trust (Psychology); *Urban Schools
IDENTIFIERS- *Involuntary Minorities; *Reform Efforts

In studying the disparity of academic achievement between minority and nonminority students, anthropologists and educators have identified a distinct variability in the academic success between two discrete subgroups within the minority school population: those who have voluntarily emigrated from their original societies and those who have involuntarily become members of a particular society because of slavery, conquest, or colonization. In the United States involuntary minorities primarily include African Americans, Native Americans, and many Hispanic Americans. An overview of involuntary-minority academic success and failure is followed by an alternative explanation based on the ability of the local school to institute measures that develop a sense of trust, or at least an abeyance of mistrust, in the school and school authorities. Some strategies are proposed to develop the necessary sense of trust. (Contains 46 references.) (SLD)

ED 376 266 UD 030 180

Action Agenda: Quality Care for African American Children.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agenda Setting; *Blacks; *Child Caregivers; Child Development; Children; Cultural Awareness; *Day Care; Day Care Centers; *Disadvantaged Youth; Discipline; *Early Childhood Education; Futures (of Society); Low Income Groups; Needs Assessment; Parent Participation; Poverty; Safety; Self Esteem
IDENTIFIERS- African Americans; Coalitions; Network Based Approach; Washington (King County); *Washington (Seattle)

This action agenda focuses on quality child care for the Seattle (Washington) King County area. Poverty rates are high in King County, and quality child care is vital to breaking the cycle of poverty that traps many African-American families. A needs assessment in King County identified many areas for the improvement of child-care services. These are grouped into the following areas of concern (1) self-esteem and cultural awareness; (2) parental involvement; (3) environment and safety; (4) discipline; (5) staffing and staff development; (5) management and administration; (6) curriculum; and (7) community resources. This Action Agenda and the Program Recommendations provide a blueprint to unite child car providers, child advocates, and parents into an effective coalition to increase the availability and the quality of child care services in the community. The first agenda item will be to expand training for child care providers and staff to ensure high-quality experiences for African-American children. A second priority will be to develop a network of resources for parents to ensure that they receive the services they need to provide physical and emotional well being for their children. (SLD)

Broadfoot, Patricia; And Others
National Assessment: Who Calls the Shots?
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *British National Curriculum; Curriculum Development; *Educational Assessment; Educational Change; Educational Policy; *Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Ideology; *National Competency Tests; Questionnaires; *Secondary School Teachers; Student Attitudes; Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Boycotts; England; Reform Efforts

Among the provisions of the British Educational Reform Act of 1988 are arrangements for a national system of student assessment using nationally provided tests (SATs) in most subjects and formal teacher assessment to complement information from the externally provided assessment tasks. How teachers are reacting to these reforms was studied through visits to 9 schools in 1991 and again in 1992 and student questionnaire responses from 48 schools in each of the 2 years. The 1993 teacher boycott of SATs, a symptom of teacher resistance to imposition of an assessment paradigm that was at odds with the ideology of the majority of teachers, was a clear indicator of teacher reaction. Study findings show that there has been a great deal of less dramatic resistance. Teachers both overtly resisted the assessment demands and covertly subverted them when they thought it was in the best interests of their students. Students, championed by teachers, are calling the shots about assessment. The reduction of testing following the boycott and the establishment of a review of assessment policy should result in improved programs. One figure illustrates types of assessment. (Contains 3 references.) (SLD)

ED 376 205 TM 022 317

Smith, David Lawson
Nevada Public School Dropouts, School Year 1992-93.
PUB DATE- Mar 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Dropout Rate; Dropout Research; *Dropouts; *Educational Trends; *Ethnic Groups; High Schools; *High School Students; Junior High Schools; *Junior High School Students; *Public Schools; Racial Differences; Research Methodology; Sex Differences; State Programs; Tables (Data); Trend Analysis
IDENTIFIERS- *Nevada

This report is fifth in a series of annual reports identifying students who drop out of Nevada schools during the course of a school year. Dropout data collection has been extended for 1992-93 to grades 7 and 8. Dropout rates are calculated in a fashion consistent with formulas used in earlier state studies, rather than through the method of the year immediately preceding. During the 1992-93 year 4,797 students in grades 9 through 12 dropped out, resulting in an overall rate of about 8.2%. Both the absolute number and the rate are up from the previous year. Slightly more males dropped out than females (8.8% for males versus 8.6% for females). Asian and Pacific Islanders had the lowest dropout rate and Hispanic Americans had the highest, at 14.3%. Slightly over 46% were withdrawn by themselves or their parents or guardians, but 17.6% were withdrawn by their schools, and 1.1% were incarcerated. Dropout rates for grades 7 and 8 were 2.2%, although patterns suggest that significant numbers could actually be enrolled in other schools. The seventh and eighth grade numbers should be regarded with caution. Five figures and seven tables present dropout figures. (Contains 9 references.) (SLD)

ED 376 226 UD 029 806

Sinclair, Beth; Gutmann, Babette
A Summary of State Chapter 1 Participation and Achievement Information -- 1990-91.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 93
NOTE- 338p.; Statistical tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; Child Neglect; *Compensatory Education; Cost Effectiveness; Delinquency; Disadvantaged Youth; Elementary Secondary Education; Financial Support; Mathematics Instruction; Parent Participation; *Program Implementation; Reading Instruction; *State Programs; Statistical Data; Tables (Data)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988

This report summarizes the 1990-91 State Performance Reports for the Chapter 1 (Education Consolidation and Improvement Act) local education agency (LEA) program and the Chapter 1 State Agency Neglected or Delinquent program. Chapter 1 represents the largest investment in elementary and secondary education of the Federal government. With the amendments of the Hawkins Stafford Act of 1988, Chapter 1 has added accountability for student outcomes and increased its mechanisms for involving local practitioners in decision making and involving parents in the educational program. Under reporting requirements, the data of this report give a picture of Chapter 1 participation at state and national levels. Over 5.5 million students participated in 1990-91. Nearly three-quarters of these students received instruction in reading and almost half received instruction in mathematics. This report is organized into four chapters: (1) participation information, (2) achievement information, (3) allocation and cost information, and (4) information on the neglected or delinquent program. Six appendixes provide technical background, information about data collection, and supplemental information. Forty-seven tables and an additional 25 in the appendixes and 16 figures illustrate the discussion. (SLD)

ED 376 246 UD 030 156

Robisheaux, Jo Ann
Aspects of Culture, Language, and Teacher Expectations in Public Schools: Implications for Spanish Speaking Students.
PUB DATE- Dec 93
NOTE- 145p.; Doctoral Dissertation, University of New Orleans.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Acculturation; Bilingual Students; *Bilingual Teachers; Cultural Awareness; Cultural Differences; Cultural Influences; Elementary Education; *Elementary School Teachers; Family Environment; Hispanic Americans; Language Proficiency; Mentors; *Public Schools; Qualitative Research; Social Influences; *Spanish Speaking; *Teacher Expectations of Students; Teaching Methods
IDENTIFIERS- *Hispanic American Students; *Language Minorities; School Culture

This study used qualitative research methods to investigate instructional and noninstructional interactions of Hispanic and non-Hispanic teachers with Hispanic American students. Two monolingual non-Hispanic teachers and two bilingual (Spanish and English) teachers at two public elementary schools were participants. The teachers had similar teaching styles and made similar efforts to clarify, monitor, and expand their students' understanding. The most striking difference was the use of Spanish by bilingual teachers with Hispanic students during personal or casual conversations. This connection provided an avenue for teachers to ease the acculturation experiences of their students. There was also an observable difference between monolingual non-Hispanic teachers' expectations of Hispanic students and the bilingual teachers' expectations. Monolingual teachers said they had equal expectations, but bilingual teachers were aware that they had a special understanding of their students' problems. Hispanic teachers assumed mentorship roles for Hispanic students in a way not observed with the non-Hispanic teachers. Three tables present study findings. (Contains 127 references.) (SLD)

ED 376 267 UD 030 181

Ottinger, Cecilia A.; Baek, Jim
National Urban Education Goals: 1992-93 Indicators Report.
PUB DATE- Sep 94
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Data Collection; Dropouts; Educational Environment; Educational Finance; *Educational Objectives; Elementary Secondary Education; High School Graduates; *Learning Readiness; *Parent Participation; Postsecondary Education; Tables (Data); *Teacher Supply and Demand; Urban Problems; *Urban Schools
IDENTIFIERS- National Education Goals 1990; *National Urban Education Goals

Indicators in this report assess the status of the nation's Great City Schools in relation to the National Urban Education Goals in 1992-93 and how they compare with their status in 1990-91. The National Urban Education Goals, based on the National Education Goals established in the Fall of 1989, address the unique and pressing needs of urban schools. This report marks the second cycle of data collection on these goals and permits the development of a trend line for progress in urban schools. Indicators are given for the urban-education goals of (1) readiness to learn; (2) increased graduation rates; (3) improved academic achievement; (4) quality teachers; (5) postsecondary opportunities; (6) safe and caring school environments; (7) equitable and adequate funding; and (8) increased parental involvement. Findings of this second report make it clear that areas in which improvement is particularly needed are achievement, reduction of the dropout rate, recruitment of teachers of color, and building repair and renovation. The strongest conclusion to be drawn from this review of statistics is that the nation is getting what it pays for in urban education. It is patently unfair that the neediest children are receiving the lowest amounts of resources per child. Data are presented in 122 figures and 5 tables. (SLD)

ED 376 187 TM 022 205

Broadfoot, Patricia
Approaches to Quality Assurance and Control in Other Countries.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Centralization; College Entrance Examinations; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Higher Education; Models; Norm Referenced Tests; *Quality Control; *Social Influences; *Teacher Responsibility; Teacher Role; *Testing Problems
IDENTIFIERS- Australia; External Examination Program; France; Germany; New Zealand; Sweden

The educational assessment quality assurance and control practices of Germany, Sweden, France, New Zealand, and Australia are compared to illustrate the considerable variety of approaches and some of the social factors that contribute to this variety. In Germany there is considerable variation from one province to another, and quality assurance and control in assessment are largely part of the professional responsibility of teachers, based on the long-standing legitimacy of the procedures in use. In Sweden there is also considerable emphasis on quality assurance through developing the expertise of teachers regarding assessment and then trusting them to carry it out. In France there is a heavier reliance on externally set examinations and central control. Education in New Zealand has been dominated by external assessment. A new quality-assurance framework is being implemented to move the system from a norm-referenced examination system to one that assesses achievement against recognized standards. Every Australian state has its own system, and the formal provisions for quality control and assurance are focused on secondary school and entrance to higher education. Three figures illustrate the discussion. (Contains 25 references.) (SLD)

ED 376 206 TM 022 318

Creemers, Bert P. M.; And Others
The International School Effectiveness Research Programme ISERP.
First Results of the Quantitative Study.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Context Effect; *Cultural Differences; *Data Collection; *Educational Practices; Foreign Countries; *International Studies; Pilot Projects; Program Evaluation; Qualitative Research; *Research Reports; *School Effectiveness; Socioeconomic Status

The International School Effectiveness Research Programme (ISERP) is an example of the exchange of research and research results in the field of educational effectiveness. It aims to build on existing models of good practice and to avoid the variations in approach that limit the transferability of data within and between countries. A number of studies have been initiated as part of the overall program, including conferences, discussion papers, and the present pilot study that investigates outlier schools in different national cultural contexts. Countries involved are Australia, Canada, Hong Kong, Ireland, the Netherlands, Norway, Taiwan, the United Kingdom, and the United States. The qualitative part of this study includes case studies and a comparison of these studies among countries. The quantitative part of the study examines effective, averagely effective, and ineffective schools in each country, making a distinction between low socioeconomic status (SES) and middle SES schools. Data collection in 1992-93 and that planned for 1993-94 is yielding information that will elucidate variables within schools and contexts that affect school effectiveness. Five tables present preliminary data. (Contains 28 references.) (SLD)

ED 376 227 UD 029 867

McCain-Reid, Evelyn
Seeds of Change: A Pilot Study of Senior Pre-Service Teachers' Responses to Issues of Diversity in One University Course.
PUB DATE- Sep 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *College Seniors; Cultural Awareness; *Cultural Differences; Disabilities; *Education Majors; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; Knowledge Level; *Multicultural Education; Pilot Projects; Preservice Teacher Education; Racial Differences; Sex Differences
IDENTIFIERS- *Preservice Teachers

A pilot study was undertaken to determine the impact that two models of instruction had on students' learning. The two models: the Societal Curriculum/School Curriculum Model (SCSCM) and the Multicultural Education Infusion Method (MEIM) were incorporated into a preservice teacher-education course. Subjects were 16 white females and 4 white males, with an African American female professor as the principal investigator. Prevailing attitudes of these students toward multicultural education and their subjective responses to information about issues of race, class, gender, and disability were determined. Students were asked to keep journals, to prepare a paper on their philosophies of education, to critique their journals, to have an interview with the professor, and to complete a teaching demonstration and its evaluation. Students generally possessed and demonstrated low levels of sophistication and experience regarding human diversity. As the course and the study progressed, students appeared to understand the concept of multicultural education but also to have difficulty incorporating its themes into their assignments. Positive changes in attitudes did begin to occur, which suggests the usefulness of the approach. (Contains 24 references. (SLD)

Necessary, James R.; Parish, Thomas S.
Who Discerns the Enhancement of Students' Self Concepts in an Inner-City School?
PUB DATE- Apr 94
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Black Students; Change; Elementary Education; *Elementary School Students; *Inner City; Personality Traits; *Self Concept; *Student Attitudes; *Urban Schools
IDENTIFIERS- African Americans; Atlanta Public Schools GA

The enhancement of the self-concepts of elementary school students through the "Let's Get Excited about Life" program and the recognition of such enhancement by their teachers were studied for 100 inner-city students in Atlanta (Georgia) in grades 1 through 5. All of these students, as well as their teachers, were African-Americans, and ninety percent of these students came from single-parent families. "Let's Get Excited about Life" is a self-esteem program that presents positive-attitude, self-image, goal-setting, stress-management, and success-visualization enhancements through an audiovisual series. Students and their five teachers were surveyed about their perceptions of the students' self-concepts immediately after the series and by a followup five days after the program was completed. Results demonstrated the enhancement of self-concepts over the 10-day period for children of various ages. Previous studies had supported the usefulness of the program for second graders; this experiment shows that the program is useful for elementary students in general and also that it is suitable for African Americans in an inner-city school. (Contains 6 references.) (SLD)

ED 376 188 TM 022 207

Hamblen, Karen A.; Smith, Sara
Identifying a Research Art Style in Art Education.

PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Art Materials; Art Products; *Design; Elementary Secondary Education; Literature Reviews; *Philosophy; Research Methodology; *Research Reports; Sociocultural Patterns; *Traditionalism; *Western Civilization
IDENTIFIERS- Empirical Research

Research studies in art education are done under certain methodological conditions, for specified purposes, and from selected philosophical perspectives. In this study, empirical research published in "Studies in Art Education" (volumes 1-33, 1960-1993, 195 studies) was analyzed. A research art style is considered as resulting from the types of art that are studied and produced and from the ways students are asked to respond to art in formal research studies. Art produced or responded to in research studies was found to constitute a research art style that is design-oriented and formalistic, traditional in media and technique, and of Western cultural origin. (Contains 16 references and 1 table.) (Author/SLD)

ED 376 207 TM 022 322

Kolls, Mardel R.; And Others
Performance Assessment Trends across California, Colorado, Connecticut and Illinois School Districts: Do Differences Exist?
PUB DATE- Apr 94
NOTE- 53p.; Panel discussion at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Trends; Elementary Secondary Education; *School Districts; *State Programs; Surveys; *Testing Programs; Test Use; Trend Analysis
IDENTIFIERS- California; Colorado; Connecticut; Illinois; *Performance Based Evaluation; *Test Directors

Trends in performance assessments across the states of California, Colorado, Connecticut, and Illinois were explored through the development, administration, and analysis of an interstate survey. These four states were selected to represent the diversity of state-mandated testing programs relative to emphasis placed on performance assessment. Surveys were completed by school districts in each state as follows: (1) California, 84 districts representing over 49% of state enrollment; (2) Colorado, 43 school districts; (3) Connecticut, 65 test directors representing 69 districts; and (4) Illinois, 60 responses from a random sample. Despite the different mandates of the four states, the mandates are having substantial influence on district movements toward performance assessment. Districts are moving toward performance assessment, and most are starting from scratch or obtaining materials from a publisher. Systematic collection of information on achievement and performance assessment is a definite need. Seven tables and 23 figures document assessment trends. Appendix A contains the district survey. (SLD)

ED 376 228 UD 029 898

On the Issues: The 1992-93 Brownbag Discussion Series. Discussion Topic Summaries and Background Papers.

SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.
PUB DATE- 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Policy; Educational Research; *Elementary Secondary Education; Equal Education; *Federal Legislation; Feedback; *Higher Education; *Minority Groups; Multicultural Education; Networks; *Public Policy; Safety; State Legislation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Brownbag Discussion Series of the Quality Education for Minorities (QEM) Network is a two-way forum designed to give members of the QEM Network's "January 15th Group" (the founding members of the discussion series) and other individuals interested in education, information on, and an opportunity to give feedback about, educational issues. The Brownbag Discussion Series gives guest presenters an opportunity to receive feedback from a diverse and informed audience of community and educational leaders twice a month. The 1992-93 discussion series addressed policies and issues in six interrelated areas: (1) national policies and reforms put forth by the presidential administration; (2) legislative activities and changes in the reauthorization of the Elementary and Secondary Education Act, with special regard to Chapter 1; (3) pending legislation that impacts the quality of education and quality of life for low-income families such as welfare reform and low-income enterprise zones; (4) emerging and current educational issues such as school safety, multicultural education, bilingual education, and racial climate on college campuses; (5) educational-pipeline issues, such as the transfer rates from two-year institutions and school-to-work transition; and (6) successful strategies for quality education for minorities from low-income families. This document includes announcements and summaries of the 20 discussions and 8 background papers. (SLD)

ED 376 248 UD 030 158

Beardsley, Lisa Marie
Cross-Cultural Concepts Training for Medical Students and Acculturation Training for Residents.

PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Attribution Theory; *Cross Cultural Studies; *Cultural Awareness; Cultural Pluralism; English (Second Language); Higher Education; *Immigrants; *Medical Students; *Physicians; Social Behavior; Socialization; Training

IDENTIFIERS- *Culture Assimilator

An approach to increasing the knowledge of and skills in intercultural interactions for medical students and residents is described. For medical students, a lecture on cross-cultural concepts for health care is incorporated into the second-year psychiatry and behavioral medicine course. For residents, in this case international medical school graduates, a four-faceted approach includes training in clinical skills, intercultural attributions, English as a Second Language, and social skills and socialization. Each component is designed to address key areas that influence residents' clinical and social skills and their adjustment to American culture in general and to the clinical environment in particular. Intercultural training with a culture assimilator (a collection of materials to prepare a member of a given culture to make attributions that enhance interaction) can be culture specific or culture general. The attribution training approach selected for resident physicians is culture general because of the frequency and unpredictability of the intercultural interactions that occur in clinical settings. Contains 12 references. (Author/SLD).

ED 376 189 TM 022 209

Kronholm, Martha M.
The Impact of a Developmental Instruction Approach to Environmental Education at the Undergraduate Level on the Development of Reflective Judgment.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conceptual Tempo; *Developmental Programs; *Environmental Education; *Epistemology; Higher Education; Intervention; *Teaching Methods; *Undergraduate Students
IDENTIFIERS- *Reflective Judgment; Reflective Judgment Model; Southern Illinois University Carbondale

This paper describes a study which utilized Kitchener and King's (1985) Reflective Judgment model to assess levels of reflectivity in 80 undergraduate students at Southern Illinois University, Carbondale, before and after taking a one-semester general studies course with an environmental focus. A curricular intervention was designed to help students examine their epistemic perspectives. One treatment and two control groups were used. All participants were individually administered Kitchener and King's Reflective Judgment Interview (RJI). For the first time in reflective judgment research, this study demonstrated that a purposefully structured one-semester intervention can result in epistemic development. Those students who were exposed to the one-semester developmental instruction approach had significantly higher reflective judgment change scores in comparison to students who were not exposed to such an approach. This study involved the development and implementation of the Reflective Judgment-Developmental Instruction Model (RJ-DIM) (Kronholm, 1993), and this pedagogical approach can be credited for the positive gains found. (Contains 5 tables and 32 references.) (Author/SLD)

Heath, Penney

Alternative Assessment for College Mathematics.

PUB DATE- Apr 94
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Algebra; Case Studies; *College Mathematics; *Educational Assessment; Elementary Education; Elementary School Teachers; Geometry; Higher Education; *Interviews; *Knowledge Level; Mathematics Anxiety; *Student Evaluation; Teacher Certification; Test Use
IDENTIFIERS- *Alternative Assessment

Two cases are described in which alternative assessments have been successfully employed in college mathematics. Case 1 describes an alternative assessment applied in a class of 10 elementary school teachers studying Euclidean geometry as required by state teacher-certification requirements. One student asserted that he already had an adequate background in the subject. A clinical interview and observation were used to determine the student's level of knowledge and the appropriate instructional practices. In the second case, a clinical interview was conducted to determine the knowledge of one student of basic algebra. This student indicated that she knew the material well and had, in fact, taken the class twice before, but that she could not pass the written tests because of extreme math anxiety. The student's performance in class, on homework, and in tutoring another student was used in place of written test grades. Knowing the test grades would not count toward her class grade, the student achieved a 95% on the comprehensive final. (SLD)

ED 376 229 UD 029 899

Together We Can Make It Work. A National Agenda To Provide Quality Education for Minorities in Mathematics, Science, and Engineering.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Agenda Setting; Black Colleges; Black Students; Community Programs; *Educational Quality; Elementary Secondary Education; *Engineering Education; Equal Education; Ethnic Groups; Females; Higher Education; *Mathematics Education; Mentors; *Minority Groups; Outreach Programs; Participation; *Science Education; *Teaching Methods

Given the projection that minorities will constitute 29 percent of new entrants into the work force by the year 2000 and given the downward trend in minority preparation for and participation in science, mathematics, and engineering, the enhancement of minority preparation in science and technology must become a national imperative. This agenda calls for a comprehensive program that addresses the preparation of minorities on all levels. The program calls for (1) reaching out to, enriching, and developing students, faculty, and the community; (2) improving instructional programs at all levels; (3) strengthening historically black colleges and universities and minority institutions; (4) providing special attention to graduate and postgraduate education and research programs; and (5) creating a system of comprehensive assessment and evaluation of existing programs and the proposed program. Objectives of the initiative are to quadruple the number of minority students receiving baccalaureate degrees annually in the physical and life sciences and engineering, from 17,000 in 1987 to 68,000 in the year 2000, and to triple related doctorates received annually in the same period from 389 to 1,200, as well as to quintuple the number of newly qualified minority teachers each year from 6,000 in 1986 to 30,000, with at least 30 percent of this group being mathematics and science pre-college teachers. Nine tables and three figures present supporting data. (SLD)

ED 376 249 UD 030 159

Osterman, Karen F.; Sullivan, Susan

Principals in an Urban Bureaucracy: The First Years.

PUB DATE- Apr 94
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Effectiveness; Blacks; Bureaucracy; *Educational Administration; Educational Policy; Educational Practices; Elementary Education; *Instructional Leadership; Interviews; Models; *Principals; Research Needs; Socialization; Urban Problems; *Urban Schools
IDENTIFIERS- African Americans; Grounded Theory; New York City Board of Education; Reform Efforts; Transformational Leadership

The principalship was studied from the perspective of newly appointed principals in the highly bureaucratized urban context of New York City. Their attitudes, goals, and role and leadership behaviors and the effects of the school-system context were studied. Interviews were conducted with 12 principals from one Pre-K-1, seven elementary and three middle schools in 9 districts. Seven principals were female, and five were African American. The paradigms of leadership that these principals described included aspects of different approaches to the principal's role. Because their intentions and actions reflected different paradigms, it was difficult to categorize their behaviors. Principals who were most efficacious were distinguished by their sense of efficacy and their success in adopting principles of situational leadership. In terms of context, principals were differentiated by the level of support that they received in the schools. Socioeconomic status and school conditions per se had little effect on sense of efficacy, but those with high efficacy did receive support from multiple sources. Efficacious principals demonstrated the basis for transformational leadership: individual consideration. Two tables and two figures present study findings. (Contains 29 references.) (SLD)

ED 376 190 TM 022 210

Poggio, John P.; Glasnapp, Douglas R.
A Method for Setting Multi-Level Performance Standards on Objective Constructed Response Tests.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Constructed Response; *Cutting Scores; Decision Making; *Educational Assessment; Evaluation Methods; *Objective Tests; Psychometrics; *Research Methodology; Standards
IDENTIFIERS- Angoff Methods; Ebel Method; High Stakes Tests; *Standard Setting

This paper reports on a newly designed judgmental method for setting test performance standard that: (1) overcome many of the practical and psychometric problems associated with the Angoff and Ebel methods; (2) can be used to set multiple cut points on a score scale; (3) may be readily and efficiently implemented with assessments that use objective or constructed response items or both; and (4) allows participation in the standard setting process of persons who may not be educators or not necessarily familiar with the instruction of individuals with whom the examination will be used. In addition to describing the new approach, the paper reports on data gathered using the procedure in an actual standard setting process as part of a high stakes assessment program and provides comparative standard setting results in relation to the Angoff procedure. Results of the psychometric study and evaluation demonstrate the new approach to have decided benefits and features meriting its continued study as well as use. One table (sample rating form) is included. (Contains 4 references.) (Author)

ED 376 209 TM 022 325

Paulson, F. Leon; Paulson, Pearl R.

Assessing Portfolios Using the Constructivist Paradigm.

PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Constructivism (Learning); Educational Assessment; Educational Change; Elementary Secondary Education; Models; *Portfolio Assessment; Portfolios (Background Materials); Program Evaluation; *Psychometrics; *Test Use
IDENTIFIERS- Atlanta Public Schools GA; Authentic Assessment; *Performance Based Evaluation; *Positivism; Wyoming School District MI

In a previous paper the authors presented a model of assessing portfolios, the Cognitive Model for Assessing Portfolios (CMAP), as a lens to view, think about, and make decisions about portfolio projects. Two projects in which the CMAP has been used are described. One is an authentic assessment project in mathematics and science by the Educational Testing Service in Atlanta (Georgia), and the other is the reform of assessments in the Wyoming (Michigan) school district. The clear focus of the Atlanta project is on student outcomes. The entire project is systematically designed to produce outcomes that can be summarized across individuals and groups. The focus of the Michigan project is far more diverse, with generally defined outcomes and a more general assessment design. Atlanta represents a positivist and psychometric model of assessment while Wyoming (Michigan) represents a constructivist point of view, with the portfolio seen as a learning environment. Portfolio assessment is better suited to the constructivist model, in that efforts to apply the positivist model to portfolios invariably impose meanings that are different from those created by the learner. One figure and one table illustrate the comparison. (Contains 27 references.) (SLD)

ED 376 230 UD 029 934

Taking America's Pulse: A Summary Report of the National Conference Survey on Inter-Group Relations.

PUB DATE- 92
NOTE- 70p.; Some pages contain filled-in type and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitudes; *Bias; Cultural Interrelationships; Ethnic Groups; Intergroup Education; *Intergroup Relations; Minority Groups; National Surveys; Power Structure; *Racial Relations; Sex Differences; Social Discrimination; *Social Integration; *Stereotypes; Whites
IDENTIFIERS- *Tolerance

The National Conference of Christians and Jews commissioned pollster Louis Harris to conduct a nationwide survey to determine how America's most populous and fastest growing ethnic, racial, and religious groups perceive one another, the opportunities available to them, and the problems they share. In telephone interviews nearly 3,000 people were surveyed. The study showed that different minority groups harbor strong negative prejudices toward one another but are united in their bitter feelings toward whites and share a sense of collective discrimination. White Americans dispute the premises on which much of the bitterness is based: the conviction that minority groups do not get a fair chance to succeed. Some hopeful findings emerged. Despite the ugly stereotypes that mar the national landscape, overwhelming majorities of each group express a willingness to work with other groups to deal with pressing community issues like education, childcare, and violence. Most survey respondents endorse integration as a desirable goal, and many positive interactions are reported across intergroup boundaries. The challenge for America's leaders is to transform readiness to work together into action. Appendix A summarizes differences by region and by sex. Appendix B provides 18 tables and 19 graphs of supporting data. (SLD)

ED 376 250 UD 030 160

Affecting Basic Skills Instruction through the Cognitive Pilot Program of the Broad Based Component: An Implementation Study (1986-87). The New Jersey Urban Initiative.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Basic Skills; *Cognitive Objectives; Elementary School Teachers; *Junior High Schools; Junior High School Students; Pilot Projects; *Program Implementation; State Programs; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- New Jersey; *Urban Initiative NJ

The New Jersey Department of Education asked Research for Better Schools, Inc., to design and conduct a study of the Cognitive Pilot Program of the Broad Based Component of the state's Urban Initiative. The purpose was to provide descriptive information about the implementation of the program in all 21 pilot program sites and of promising practices in 8 sites. The Broad Based Component (BBC) of the Urban Initiative is a state-assistance program designed to help 53 of the state's urban districts address an array of educational issues through multi-year improvement efforts. The primary objective of the school-level Cognitive Pilot Program of the BBC is to help students in grades 7 through 9 who are developing the skills necessary to pass the state's high school proficiency test. The program provides training, materials, and support services for instruction that addresses the skills needed to pass this test. Interviews with 86 teachers and administrators indicated that participants were optimistic and believed in the value of the program and its positive effects. Final outcome data were expected in 1989. Four tables present study findings. Descriptions of selected programs/practices are described in a separate section. An appendix contains the interview form. (SLD)

ED 376 191 TM 022 279

Johnson, Eugene G.; And Others
The NAEP 1992 Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 1,131p.
LANGUAGE- English
EDRS Price- MF08/PC46 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Data Analysis; *Data Collection; *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; Grade 12; Mathematics; National Surveys; Private Schools; Public Schools; Research Design; *Research Methodology; *Sampling; Scaling; Sciences; Scoring; Statistical Studies; *Test Construction; Test Items; Writing (Composition)
IDENTIFIERS- *National Assessment of Educational Progress; Weighting (Statistical)

The 1992 National Assessment of Educational Progress (NAEP) monitored the performance of students in American schools in reading, mathematics, science, and writing. The sample consisted of more than 145,000 public and private school students in grades 4, 8, 11, and 12. This technical report provides details of instrument development, sample design, and data collection and analysis. The following chapters describe technical aspects of the survey: (1) "Overview of Part I: The Design and Implementation of the 1992 NAEP" (Eugene G. Johnson); (2) "Developing the NAEP Objectives, Items, and Background Questions for the 1992 Assessments of Reading, Mathematics, and Writing" (Jay R. Campbell, and others); (3) "Sample Design" (Keith F. Rust and Leslie Wallace); (4) "Assessment Instruments" (Debra L. Kline, and others); (5) "Field Operations and Data Collection" (Nancy Caldwell and Lesly Fleming); (6) "Processing of Assessment Materials" (Dianne Smrdel, and others); (7) "Professional Scoring" (Andrew S. Latham); (8) "Database Creation, Quality Control of Data Entry, and Database Products" (Alfred M. Rogers, and others); (9) "Overview of Part II: The Analysis of 1992 NAEP Data" (James E. Carlson and Spencer S. Swinton); (10) "Weighting Procedures and Estimation of Sampling Variance" (Eugene G. Johnson, and others); (11) "Scaling Procedures" (Eugene G. Johnson, and others); (12) "Data Analysis for the Reading Assessment" (John R. Donoghue, and others); (13) "Data Analysis for the Mathematics Assessment" (Frank Jenkins and Edward M. Kulick); (14) "Data Analysis for the Science Long-term Trend Assessment" (Nancy L. Allen and Steven P. Isham); (15) "Data Analysis for the Writing Assessment" (James E. Carlson, and others); and (16) "Statistical Summary of 1992 NAEP Data and Estimates of the Proficiencies of American Students" (Bruce A. Kaplan, and others). Statistical data are presented in 306 tables and 24 figures. Sixteen appendixes provide specific additional statistical background. (Contains 117 references.) (SLD)

ED 376 210 TM 022 328

Monk, David H.

The Costs of Systemic Education Reform: Conceptual Issues and Preliminary Estimates.

SPONS. AGENCY- Consortium for Policy Research in Education, New Brunswick, NJ.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Nov 93
NOTE- 240p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; *Cost Estimates; *Educational Change; Elementary Secondary Education; *Estimation (Mathematics); Policy Formation; *Program Development; Program Implementation; Research Design; State Programs; Statistical Analysis; *Systems Development
IDENTIFIERS- Authentic Assessment; Large Scale Assessment; *New Standards Project (LRDC); Performance Based Evaluation; Reform Efforts

An overview of cost analysis is provided as it relates to a particular educational reform--the use of performance or authentic assessment on a large scale as a means of transforming entire educational systems. The focus of the inquiry is the New Standards Project (NSP), a joint effort of the National Center on Education and the Economy and the Learning Research and Development Center at the University of Pittsburgh. The design of the NSP is the prototype of the cost analyses discussed, but the costs of the NSP are not discussed per se. Chapter 2 provides a conceptual examination of pitfalls associated with cost analysis. Chapters 3 through 6 generate preliminary estimates of the costs associated with large-scale pupil-performance assessment. While the Chapter 3 focus is on development costs, Chapters 4, 5, and 6 deal with operations costs in large, medium, and small states, respectively. Chapter 7 draws the results together and places cost estimates in context, placing upper and lower bounds on the magnitude of costs associated with large-scale performance assessment. Systemic reform does not lend itself to conventional cost analysis, but these results are intended to provide some guidelines for policymakers. Two figures and 11 tables illustrate the analysis. (Contains 37 references.) (SLD)

ED 376 231 UD 029 940

Chuong, Chung Hoang
Vietnamese Students: Changing Patterns, Changing Needs. New Faces of Liberty Series.
PUB DATE- 94
NOTE- 26p.; Replaces ED 347 226.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Adjustment (to Environment); *Asian Americans; Cognitive Style; *Cultural Differences; Disadvantaged Youth; Elementary School Students; Elementary Secondary Education; *Immigrants; *Limited English Speaking; Profiles; Refugees; Secondary School Students; Social Discrimination; *Student Attitudes; Teaching Methods;

*Vietnamese People

This revised version of the 1988 essay "Working with Vietnamese High School Students" includes updated demographics, profiles of the Amerasian newcomers and the children of Vietnamese re-education internees, who have been among the latest arrivals from Southeast Asia, a review of the literature on Vietnamese students, and a discussion of key issues on which to focus when one works with these students. Vietnamese are now the sixth largest Asian American group in the United States. Successive waves of immigration have resulted in the presence in American classrooms of American-born students who are fluent in English, older immigrants who have lingering problems with English, and newly arrived immigrants. Although many early immigrants were characterized by an impressive academic achievement, many later groups came from conditions that broke down traditional expectations and family structures. These students, who include unaccompanied minors, arrive with many educational disadvantages. Teachers must accommodate adjustment problems and learning styles that may be much more passive than those of other students. One table and two maps illustrate the discussion. (Contains 29 references.) (SLD)

ED 376 251 UD 030 161

Facing the Challenge: Selected Programs and Practices of the Urban Initiative's Operation School Renewal (1986-87). A Component of the Urban Initiative Interim Evaluation.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Attendance; Behavior Patterns; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Principals; *Program Descriptions; Program Evaluation; School Districts; *School Restructuring; Secondary School Teachers; State Programs; Unemployment
IDENTIFIERS- *New Jersey; *Operation School Renewal NJ; Urban Initiative NJ

The New Jersey Department of Education asked Research for Better Schools, Inc., to design and conduct a data-collection process that would generate information about the programs and practices in the school districts participating in the state's Operation School Renewal (OSR) in 1986-87. The primary purpose was to provide descriptive program data for the interim evaluation of the Urban Initiative (Year 3). Data were gathered from sites through interviews with 147 teachers, students, administrators, and counselors in 3 districts. Descriptions that were generated are discussed for five areas that reflect the OSR issues of attendance, achievement, principal effectiveness, disruptive behavior, and youth unemployment. Narratives give the program description, background information, descriptions of needed resources, project-implementation factors, and evidence of program impact. Three figures illustrate program aspects. An appendix contains the interview format. (SLD)

ED 376 192 TM 022 280

Bierschenk, Bernhard
An Experimental Approach to the Functional Analysis of Text Building Behaviour. Part I. The Verbal Flow. No. 47.
PUB DATE- 93
NOTE- 28p.; For part II, see TM 022 081.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Information Transfer; *Language Proficiency; Languages; Regression (Statistics); Second Language Learning; Translation
IDENTIFIERS- Perspective Text Analysis; *Text Building; Textual Analysis; *Verbal Flow; Visual Cliff Experiment

This presentation is based on a method for analyzing the verbal flow in text-building behavior. The method is called Perspective Text Analysis (PTA). It locates and makes use of the discontinuities in produced text. Its task is to characterize the mechanism that governs language production and to foster an understanding of the actual processes of movement in language. The study of this phenomenon is founded on the experimental conditions provided by the famous Visual Cliff. It is assumed that informational invariants are established through the production of experimental text. Through the behavioral dynamics produced by four experimental subjects, the metrical structure of the coordinates of a language space has been established. Furthermore, it is shown that kinetic properties, like velocity and direction, of a verbal flow can be measured and represented by means of a simple regression analysis. Its slope coefficient gives expression to the degree of deviation in the curvature of the measured space. The results of the regression analysis are represented in a log-by-log plot. This plot shows that the verbal flows of the studied systems are characterized by highly similar kinetic properties. An appendix highly similar flow-field as well as translations in English, French, and German. (Contains 26 references, 3 figures, and 3 tables.) (Author/SLD)

ED 376 211 TM 022 332

Furlong, Michael J., Ed.; Smith, Douglas C., Ed.

Anger, Hostility, and Aggression: Assessment, Prevention, and Intervention Strategies for Youth.

PUB DATE- 94

NOTE- 516p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Adolescents; Affective Behavior; *Aggression; *Anger; Attitudes; Behavior Patterns; Biological Influences; Child Development; Children; *Educational Assessment; Educational Research; Elementary Secondary Education; Emotional Problems; Family Programs; Interpersonal Relationship; *Intervention; Measurement Techniques; Minority Groups; Personality Measures; *Prevention; Rating Scales; *Youth Programs

IDENTIFIERS- Self Report Measures

This book is designed to give those who work with youth the information they need on recent anger-related research. It presents practical information about critical assessment, prevention, and intervention by emphasizing the affective, attitudinal, and behavioral aspects of anger. Chapters include: (1) "Correlates of Anger, Hostility, and Aggression in Youth" (Douglas C. Smith and Michael J. Furlong); (2) "Perceptions of Intentionality, Feelings of Anger, and Reactive Aggression" (Cynthia Ann Hudley); (3) "Biological Influences on Anger and Hostility" (W. S. Carlos Poston, and others); (4) "Enhancing Family-Based Interventions for Managing Childhood Anger and Aggression" (Gloria E. Miller); (5) "A Model for Helping Teachers Implement Classroom-Based Anger Intervention Programs" (Michael Pullis); (6) "Sociocultural Aspects of Anger: Impact on Minority Children" (Kenyon F. Chan); (7) "Assessment of Youth's Anger, Hostility, and Aggression Using Self-Report and Rating Scales" (Michael J. Furlong and Douglas C. Smith); (8) "Behavioral Observation of Anger and Aggression" (Stephanie Stein and Mitchell Karno); (9) "Personality Assessment of Anger and Hostility in Children and Adolescents" (Thomas H. Huberty and Gregory J. Eaken); (10) "The Reduction of Childhood Aggression with the BrainPower Program" (Cynthia Ann Hudley); (11) "Importance of Social Skills in the Prevention and Intervention of Anger and Aggression" (Gale M. Morrison and Monica Sandowicz); (12) "Cognitive-Behavioral Treatment of Anger-Induced Aggression in the School Setting" (James Larson); (13) "Controlling Impulsive Expression of Anger and Aggression" (Jay Fortman and Marcy Feldman); and (14) "Anger Management and Assertiveness Skills: An Instructional Package for Persons with Developmental Disabilities" (William McLain and Ellen Lewis). (SLD)

ED 376 232 UD 029 961

Catalogue of Hope: Crime Prevention Programs for At-Risk Children.
PUB DATE- Apr 94
NOTE- 215p.; Prepared by the Majority Staff.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Children; *Community Programs; Counseling; *Crime Prevention; Delinquent Rehabilitation; Directories; Drug Education; Family Programs; Job Training; Police Community Relationship; Resource Materials; Role Models; Social Problems; Social Services; *Violence; *Youth Programs

Programs that attempt to keep children from turning to crime are described following an introduction by Senator Joseph Biden that considers the scope of the problem of juvenile crime and possible solutions to the problems of youth violence. Catalogued are 192 ways in which communities are reaching out to children. The programs listed vary in size, focus, funding, and effectiveness, but together they serve as an active laboratory for testing approaches. Programs include: (1) positive after-school, weekend, and holiday activities; (2) positive role models and mentors; (3) school-based community services and activities; (4) police-driven efforts to reach out to children with prevention services; (5) drug-treatment and drug-education programs; (6) family-support and family-preservation programs; and (7) treatment, counseling, education, job training, and discipline for children who have already had problems with the law. Each program description includes an address for further information. An appendix lists the programs by region. (SLD)

ED 376 252 UD 030 162

Pursuit of Excellence: The Detroit Public Schools Action Plan 1994-95.

PUB DATE- 10 May 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); Achievement Tests; Adult Education; Educational Administration; Educational Environment; Educational Facilities; Educational Finance; Educational Objectives; Elementary Secondary Education; Parent Participation; *Public Schools; School Holding Power; School Safety; *Urban Schools; Volunteers
IDENTIFIERS- *Detroit Public Schools MI

"Pursuit of Excellence" is a plan developed through the cooperation of many stakeholders to guide the improvement efforts of the Detroit (Michigan) public schools in 1994-95. The first goal, to guarantee student success, includes objectives for achievement and results on achievement tests and objectives for accreditation, attendance, and student retention. The second goal, to create and maintain a clean, safe, and healthy environment, includes facilities and transportation objectives and initiatives aimed at reducing violence. The third goal, to ensure good management and organizational effectiveness, includes organizational, fiscal, material, and staff-attendance goals. The final goal, to enhance school, parent, and community collaboration, includes adult education, parent participation, volunteering, and school-grading efforts. A vision statement, district objectives for measuring success, and strategies for attaining the objectives are identified for each goal. Sections on implementation, monitoring, reporting, and evaluation are also included. An appendix contains a progress report showing baseline data and targets for the district objectives. (SLD)

ED 376 193 TM 022 281

Bierschenk, Bernhard
An Experimental Approach to the Functional Analysis of Text Building Behaviour. Part II. The Information Flow. No. 48.
PUB DATE- 93
NOTE- 50p.; For part I, see TM 022 080.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Patterns; Cluster Analysis; *Ecological Factors; Foreign Countries; *Information Transfer; *Interaction
IDENTIFIERS- *Perspective Text Analysis; *Text Building; Textual Analysis; Visual Cliff Experiment

In contrast to the mass-related verbal flow description given in part I, this report focuses on the cooperative interaction of textual agents and objectives in the production of information flows. Perspective Text Analysis (PTA) is used with the purpose of establishing their physical and functional significance in a non-mass based description of text building behavior. The most important feature of part II is the double aspect of the methodological approach to text building. One aspect of text building is an elaboration of Gibson's methodology into the study of a language-specific pickup of ecological invariants, exploring the abstract projections of ecological optics onto language spaces and the way in which projected optical flow fields constrain the coupling of perception and action, i.e. locomotor activities. The other refers to physical conditions as provided by the famous Visual Cliff experiments and their theoretical significance in an explanation of the established temporal morphologies. These have been represented within a topological space. This space is conceived of as a collection of points that are connected by affinity relations determining the As and Os of the AaO schema. It is shown that each point can be represented by a different number, and that the concentration of these points in the topological space ultimately becomes helical. It is also demonstrated that self-references and self-organization have significance for the embedding of the perceived topological properties of the experimental environment into text. The results of the analysis show that the ensemble of texts macroscopically is dominated by highly similar flow-field properties. Three figures, one table. An attachment contains cluster analyses. (Contains 15 references, 3 tables, and 1 figure.) (Author)

ED 376 212 TM 022 337

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. Second Follow-Up: School Component Data File User's Manual. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 368p.; Contains very small type.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; Data Collection; Error of Measurement; *Followup Studies; Longitudinal Studies; National Surveys; Questionnaires; *Research Design; *Research Methodology; Sampling; Secondary Education; *User Needs (Information)
IDENTIFIERS- Data Files; *National Education Longitudinal Study 1988; User Guides; Weighting (Statistical)

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up school component of the National Education Longitudinal Study of 1988 (NELS:88) and to provide the necessary documentation for use of the data file. Chapter 1 contains an overview and the history of the NELS:88 and the studies it comprises. Chapter 2 is a general description of the data collection instruments used in the NELS:88 second follow-up. Sample design and weighting procedures are documented in Chapter 3, including standard errors, design effects, and nonsampling measurement errors. Data collection procedures, schedules, and results are presented in Chapter 4. Chapter 5 describes data control and preparation, and Chapter 6 describes data processing. Chapter 7 describes the organization and contents of the data file and provides suggestions for using it. Fourteen appendixes provide details about the study, the survey questionnaires, guidelines, and a glossary. Twelve figures and 17 tables present information about the survey and its components. (SLD)

ED 376 233 UD 029 980

Making the Vision a Reality: A Latino Action Agenda for Educational Reform. Final Report of the Latino Commission on Educational Reform.

SPONS. AGENCY- New York City Board of Education, Brooklyn, N.Y.
PUB DATE- 23 Mar 94
NOTE- 250p.
LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agenda Setting; College Preparation; Community Programs; Comprehensive Programs; *Disadvantaged Youth; *Educational Change; Elementary Secondary Education; *Hispanic Americans; *Limited English Speaking; Minority Groups; Needs Assessment; Research Needs; *Resource Allocation; Special Education; Teacher Salaries
IDENTIFIERS- Hispanic American Students; *Latinos; New York City Board of Education; *Reform Efforts

This report is the result of more than 2 years of extensive review of the education of Latino students in the New York City school system. The investigation found that Latino students, who numbered 355,000 during the 1992-93 school year, now account for 36 percent of the total student population. Over one quarter of these students have limited English proficiency, and these students are overrepresented in special-education classes. The current allocation formula that is used to distribute funds and is based on a district's average teacher salary gives a significantly greater share of tax dollars to affluent nonminority districts than it does to districts with far greater educational needs. Fifty-five percent of students in the 55 city schools cited as low-performance schools are Latinos. In addition, the study finds that Latino students are not being instructed adequately for college-preparatory courses. Recommendations are made for a comprehensive action agenda to address these failures. The recommendations center on better allocation of financial and educational resources and maximization of the use of available Latino-community resources. Information from various aspects of the study is presented in 32 tables. Contains a 60-item bibliography and the surveys used in a fact-finding survey of students. (SLD) (SLD)

ED 376 253 UD 030 163

The Database Monitoring System: Making It Work. Comprehensive Regional Centers for Minorities Proceedings of the Eastern (Baltimore, Maryland, October 2-3, 1993) and Western (El Paso, Texas, October 9-10, 1993) Regional Conferences.

PUB DATE- 93
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Databases; Data Collection; *Disadvantaged Youth; *Educational Research; Elementary Secondary Education; Engineering; Mathematics; *Minority Groups; *Participation; Sciences; Technological Advancement; Technology
IDENTIFIERS- *Monitoring; National Science Foundation

The conferences generated comprehensive updates of changes in the CRCM database-monitoring system and described some successful CRCM programs that are based on using the database. The CRCM activity is a comprehensive approach that enables eligible organizations to institute systemic change to address issues of precollege minority achievement in science, mathematics, engineering, and technology. The Eastern and Western conferences, with approximately 40 and 38 participants, respectively, highlighted effective strategies and models. Agendas from both conferences are included. Each included an overview of the purposes and history of the database, and each discussed the minimum obligatory set (MOS). Both conferences discussed future directions for the database. Each conference presented CRCM working papers from participant universities and colleges. (SLD)

ED 376 194 TM 022 282

Bierschenk, Bernhard
A Model for Explorations into Cognitive Science Research. No. 49.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behaviorism; Cognitive Processes; *Cognitive Psychology; Foreign Countries; Intention; *Interaction; Models; *Research Methodology
IDENTIFIERS- Consciousness (Physiology); *Natural Language

Because computer-oriented researchers apply cognitive notions such as meaning, symbol and understanding, or concept, cognition and knowledge, it has become mandatory to inquire into the traditional explanatory models of science, including behaviourism. The article outlines the steering and control mechanism that has governed a new outlook in which subjective mental states become functionally interactive and essential for a full explanation of conscious behaviour. The presented model has governed a comprehensive exploration into Cognitive Science. Its purpose was to digest the viewpoints of "hard" science and to compare the transformation with the value-assumption underlying many of the approaches favoured by behavioural scientists. Advanced methods have been developed. For this reason, they have been analysed with respect to changes in both intention and orientation. These processes are highly dependent on the relations between natural language expressions and their underlying mentality. It is demonstrated that the frequently occurring non-additive effects of cognitive functions as design variables necessitate a research effort that concentrates on the instrumental functions of natural language. Each of the identified functions is studied as variable on the basis of a recurrent two-by-two factorial design. The approach stresses the fact that a variable in one developmental phase is treated as independent variable, whereas its re-appearance in the succeeding phase results in its treatment as dependent variable. The study of co-variation and interaction of the variables seems to be the only way to shed light on the confounded discussion of the traditional science-value dichotomy in Cognitive Science. The new methodological approach consists of a calculus that preserves responsibility as its constituent component. The calculus has progressively been introduced during the development of the presented double helical architecture, which is the result of an unfolding of the AaO-formula into a cognitive system. Seven figures illustrate the discussion. (Contains 82 references.) (Author)

ED 376 213 TM 022 350

Herman, Joan L.; And Others
A First Look: Are Claims for Alternative Assessment Holding Up? Project 3.2: State Accountability Models in Action.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Cultural Differences; *Educational Assessment; Grade 8; *Junior High Schools; *Mathematics; Multiple Choice Tests; Socioeconomic Status; State Programs; *Student Attitudes; *Testing Programs; Test Use; Urban Schools
IDENTIFIERS- *Alternative Assessment; *California Learning Assessment System; Open Ended Questions; Performance Based Evaluation

A preliminary investigation has been made of some claims regarding alternative assessment. Using the California Learning Assessment System (CLAS)--Middle Grades Mathematics Performance Assessment as a platform, the study examined how alternative assessment operates in actual practice. Early findings are presented in the following areas: (1) students' approaches to novel open-ended tasks as compared to familiar multiple-choice tasks; (2) student attitudes toward such tasks as compared to familiar multiple-choice tasks; and (3) students' opportunity to learn on the new assessments across cultural background and socioeconomic status. The study sample involved 13 schools with 27 teachers (about 67% from urban schools). Interviews, observations, student surveys, reviews of instructional materials, and student archival data were used. Students appear to understand the approach required by alternative assessment and find the problems interesting and challenging. They tend to express a preference for multiple-choice items. Suburban and nonminority students appear to feel better prepared and to have better access to recent texts. An appendix contains the study instruments. Thirty-nine tables present study findings. (Contains 12 references.) (SLD)

ED 376 254   UD 030 167

Jones, Dionne J., Ed.
African American Males. A Critical Link in the African American Family.
PUB DATE- 94
NOTE- 90p.; Originally appeared as "The Urban League Review," vol. 16, no. 2, 1993 by the National Urban League, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Blacks; Community Involvement; *Community Programs; Disadvantaged Youth; Elementary Secondary Education; Futures (of Society); Health Needs; Health Promotion; Hispanic Americans; *Males; Mentors; Older Adults; Social Organizations; *Stress Variables; *Urban Problems; Violence
IDENTIFIERS- *African Americans; Latinos; *Psychosocial Factors

African Americans are experiencing extreme stress in the United States, and African-American males appear to suffer the most. The chapters in this volume examine some of the issues confronting African-American men today. They include: (1) "Introduction" (Dionne J. Jones); (2) "Reaffirming Young African American Males: Mentoring and Community Involvement by Fraternities and Other Groups" (Dionne J. Jones, and others); (3) "Health Status of African American Men" (Lawrence E. Gary); (4) "'Coolin': The Psychosocial Communication of African and Latino Men" (Victor De La Cancela); (5) "Stressful Life Events, Psychosocial Resources, and Depressive Symptoms among Older African American Men" (Gayle D. Weaver and Lawrence E. Gary); (6) "The Gender Role and Contraceptive Attitudes of Young Men: Implications for Future African American Families" (Bruce H. Wade); (7) "Urban Adolescent Homicidal Violence: An Emerging Public Health Concern" (Ronald K. Barrett); (8) "Pastoral Counseling with African American Men" (Edward P. Wimberly); and (9) "The Role of African American-Owned Radio in Health Promotion: Community Service Projects Targeting Young African American Males" (Phylis Johnson and Thomas A. Birk). (SLD)

ED 376 234 UD 030 050

Demographic Trends in the NY-NJ Metropolitan Region. Educational Attainment and Economic Opportunity. Analysis of Key Findings from the 1990 Census of Population.
PUB DATE- Jun 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Census Figures; College Graduates; *Demography; *Economic Opportunities; *Educational Attainment; Elementary Secondary Education; Employment Opportunities; Ethnic Groups; Higher Education; High School Graduates; Minority Groups; *Poverty; Racial Differences; Statistical Analysis; Tables (Data); Trend Analysis; *Urban Areas
IDENTIFIERS- New Jersey; *New York

This report, fourth in the New York-New Jersey Port Authority's series of analyses of 1990 census data, explores correlations between educational attainment and economic opportunity in the New York-New Jersey metropolitan region. Reviewing census data for the region's adults (persons aged 25 and over makes clear the singular importance of education in determining economic outcomes. The median income of college graduates is 80 percent higher than that of high school graduates. In turn, the median income for high school graduates is almost 60 percent higher than that of persons without a high school diploma. More than 80 percent of college graduates are employed, but less than 40 percent of those who did not complete high school are employed.

The incidence of poverty is heavily concentrated at the bottom of the ladder of educational attainment. The economic advantages of increased education accrue to all racial and ethnic groups and to both sexes. Findings suggest that increasing students' educational attainment is the most effective economic-development strategy the New York-New Jersey area can pursue. Fourteen tables and 11 figures illustrate the discussion. (SLD)

ED 376 214 TM 022 351

Baxter, Gail P.; And Others
Cognitive Analysis of a Science Performance Assessment. Project 2.1 Designs for Assessing Individual and Group Problem Solving. Assessing the Validity of Existing Assessments of Problem-Solving Performance in Science: A Taxonomy of Cognitive Processes.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; *Educational Assessment; Educational Practices; *Elementary School Students; Evaluation Methods; Grade 4; Grade 5; Intermediate Grades; Interviews; Pilot Projects; *Student Evaluation; Test Reliability; Test Use; Test Validity; *Thinking Skills
IDENTIFIERS- *Performance Based Evaluation

The degree to which performance assessments meet their dual mandate to evaluate student learning and inform instructional practice is not adequately addressed through traditional concerns for reliability and validity. A possible approach is suggested for examining the cognitive activity students engage in during a performance assessment. The approach is demonstrated with the "Mystery Powders" classroom-based assessment being piloted by several large school districts. Thirty-seven fourth- and fifth- grade students were interviewed while they conducted an investigation to determine properties of various powders. Interview protocols and observations were analyzed, and high and low scorers were described. Results indicate that although performance scores and general understanding were generally low, high scorers could be distinguished on several characteristics. Results support the viability of the approach for analyzing the extent to which performance assessments measure higher-order thinking. Implications for instructional practice are considered. Seven figures and four tables are included. (Contains 7 references.) (Author/SLD)

ED 376 255 UD 030 168

Vander Weele, Maribeth

Reclaiming Our Schools: The Struggle for Chicago School Reform.
PUB DATE- 94
NOTE- 388p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Decentralization; *Disadvantaged Youth; *Educational Change; Educational Finance; Educational History; Elementary Secondary Education; Futures (of Society); School Based Management; School Policy; *School Restructuring; Unions; Urban Problems; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Local School Councils; Reform Efforts

Reform efforts in the Chicago (Illinois) public schools represent a radical experiment in decentralization. Half of the 411,000 children in the Chicago public schools never graduate and tens of thousands receive diplomas even though they are scarcely able to read, write, or compute. Recognition of the deplorable shape of the city's schools led to the reform efforts that resulted in the creation of local school councils composed primarily of parents. While other school systems have attempted reforms on a large scale, none has attempted to decentralize as thoroughly or as rapidly as has Chicago. A chronic lack of funds and enormous social problems have undermined the Chicago schools over the years, but there are other barriers to reform that come out of poorly written legislation, politics, and the problems of a swollen bureaucracy. The history of current reform efforts is traced, and some solutions are offered to the problems confronting the Chicago schools. In spite of all the problems, the Chicago reform efforts do illustrate the possibility of change when people are determined to improve the schools. A list of 35 resources is attached. (Contains 56 references.) (SLD)

ED 376 195 TM 022 293

Hipps, Jerome A.

Trustworthiness and Authenticity: Alternate Ways To Judge Authentic Assessments.

PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Credibility; *Educational Assessment; Educational Philosophy; Elementary Secondary Education; *Evaluation Methods; Models; Reliability; Student Evaluation; *Validity
IDENTIFIERS- Alternative Assessment; *Authentic Assessment; Authenticity; Guba (Egon); Lincoln (Yvonna S); Objectivity; Stakeholder Evaluation

New methods are needed to judge the quality of alternative student assessment, methods which complement the philosophy underlying authentic assessments. This paper examines assumptions underlying validity, reliability, and objectivity, and why they are not matched to authentic assessment, concentrating on the constructivist paradigm of E. Guba and Y. Lincoln and its synergy with authentic assessment. Guba and Lincoln have rejected validity, reliability, generalizability, and objectivity as criteria for judging inquiries conducted within the constructivist paradigm. They have suggested trustworthiness and authenticity as frameworks for judging the quality of studies. Trustworthiness consists of four elements: credibility, transferability, dependability, and confirmability. These elements parallel validity, generalizability, reliability, and objectivity. Authenticity criteria, which focus on knowing, action, and fairness, have no counterparts in the conventional research paradigm, but are primarily demonstrated through stakeholder testimony and are supported by an audit trail of evidence of fairness and authenticity. The constructivist paradigm offers new lenses for judging the quality of authentic assessments. (Contains 12 references.) (SLD)

ED 376 235 UD 030 059

Johnson, Samuel D., Ed.; And Others
Training for Competence in Cross-Cultural Counseling and Psychotherapy. The Teachers College Winter Roundtable Conference Proceedings (10th, New York, New York, February 19-20, 1993).

PUB DATE- Feb 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Asian Americans; Blacks; *Competence; *Counseling; Counselors; *Cross Cultural Studies; *Cultural Awareness; Elementary Secondary Education; Ethnic Groups; Higher Education; Minority Groups; Multicultural Education; *Psychotherapy; Racial Identification; *Training
IDENTIFIERS- African Americans

This collection of papers from the 1993 Teachers College Winter Roundtable focus on training for competence in cross-cultural counseling and psychotherapy. Each paper approaches an issue in effective practice from a theoretical or applied perspective. The following are included: (1) "African-American Identity: A Causal and a Noncausal Approach" (Evelyn V. Brooks and Ernest D. Washington); (2) "Multiculturalism and Social Constructionism: Made for Each Other" (Roberto Cortez Gonzalez, and others); (3) "Exploring Multicultural Dynamics in Experiential Groups" (Ana Maria Reyes and Marianne P. Celano); (4) "Incorporating Ethnically Diverse Content and Training into Predominantly White Graduate and Professional Programs: Dealing with Inertia and Resistance" (Joseph F. Aponte and James P. Clifford); (5) "How Can White Counselors Help White Clients with Racial Issues" (Nancy G. Ochs and Kathy M. Evans); (6) "Establishing Credibility among Asian-American Student Populations: Guidelines for University Counseling Centers" (V. Scott Solberg, and others); (7) "Language Skills in the Counseling Environment" (Jeanette Altarriba); (8) "Counseling American Indians" (Timothy C. Thomason); and (9) "Nonordinary Reality: Indigenous Models of Helping in the Non-Western World" (Courtland C. Lee). Each paper contains references. (SLD)

ED 376 215 TM 022 352

Webb, Noreen M.
Group Collaboration in Assessment: Competing Objectives, Processes, and Outcomes. Project 2.1: Designs for Assessing Individual and Group Problem Solving. Effects of Group Characteristics on Groups and Individual Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperation; *Educational Assessment; *Group Dynamics; *Measurement Techniques; *Objectives; *Outcomes of Education; Productivity; Student Evaluation; Test Coaching; Test Construction; Test Use

A number of theoretical and practical issues are explored that need to be considered in the design of assessments that use group collaboration to be sure that collaboration works toward, rather than away from, the purpose of the assessment. The traditional purpose of assessment has been to measure individual competence of students in thinking skills and subject matter knowledge. A second purpose can be to measure how well students can perform after they have been given an opportunity to learn from group collaboration. Another purpose is to measure group productivity, and a fourth is to measure student ability to collaborate and function as part of a team. The purpose of the assessment, the goal of group work, and the group processes must be specified clearly and must be measurable. Evaluation procedures and criteria must be consistent with the goal of group work. Students do not automatically know how to work with others, and must be prepared for group assessments. A variety of strategies are suggested for preparation and effective collaboration. (Contains 119 references.) (SLD)

ED 376 256 UD 030 170

Danziger, Sheldon H., Ed.; And Others
Confronting Poverty. Prescriptions for Change.
PUB DATE- 94
NOTE- 536p.; Chapters were originally presented at a conference (Madison, WI, May 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; *Educational Change; Educational Policy; Elementary Secondary Education; Equal Education; Family Income; Futures (of Society); Low Income Groups; Minority Groups; *Poverty; Public Policy; *School Choice; *Social Change; Social Mobility; Trend Analysis; *Urban Areas; Urban Problems
IDENTIFIERS- *Reform Efforts

Trends in poverty and income inequality and potential solutions for such social problems are discussed. The complicated attitudes of the general public toward public policy and social problems are reviewed, with an emphasis on the persistence and intergenerational transmission of poverty, the extent of welfare dependence, and the emergence of an urban underclass. Questions of equal education, of educational policy and practice, and of the treatment of immigrants, minorities, and other disadvantaged groups are discussed briefly throughout the 16 chapters of the collection, but two chapters in particular focus on education as an important piece of the puzzle. Chapter 11, "Education and the Well-Being of the Next Generation," by Richard J. Murnane, argues that it is not [illegible]nsible to conclude that changes in the quality of U.S. educa[illegible] have resulted in the productivity decline of recent years. [illegible] critical question concerning American education relates to [illegible]nks among education, productivity, and wages in the future. Chapter 12, "Systemic Educational Reform and Social Mobility: The School 'Choice' Controversy," by Charles F. Manski, examines the effects of policy, particularly in the area of parental choice of schools, on the education of disadvantaged youth. (Contains 768 references.) (SLD)

ED 376 196 TM 022 297

Zambrana-Ortiz, Nellie

Mediated Learning Experience and Children's School Functioning among Puerto Rican Preschoolers.

PUB DATE- Apr 94

NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); *Fathers; Intention; Interaction; *Mothers; *Parent Child Relationship; Play; Preschool Children; Preschool Education; Puerto Ricans; Student Evaluation

IDENTIFIERS- *Mediated Learning Experience; Project Head Start; *Transcendence

The relationship between parent-child interactions during free play and a teaching situation and children's school functioning was studied, focusing specifically on the relationships between mediated-learning-experience (MLE) interactions between mothers, fathers, and children and teachers' ratings of the child's adaptive behavior. MLE involves an active human mediator who operates between the individual and the environment and mediates the experience for the individual. Subjects were 26 preschool Puerto Rican children and their parents. Parent-child dyads were videotaped, and the videotapes were scored for mediated learning. Head Start teachers assessed the adaptive behavior of the children. Results confirm the tendency of MLE to explain variation in school functioning and suggest that the component of transcendence in fathers' interactions is a factor that may account for school functioning. Intentionality and contingent responsivity also show significance as predictors of school functioning. Four components of maternal MLE (meaning, joint regard, task regulation, and transcendence) account for school functioning. (Contains 13 references.) (SLD)

ED 376 236 UD 030 087

Jackson, Barbara L.; And Others
The League of Schools Reaching Out: New York City Cluster. Building Family-School-Community Partnership. Report 1990-93.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- Mar 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Case Studies; *Cooperation; Elementary Education; Interpersonal Relationship; Low Income Groups; *Parent Participation; *Participative Decision Making; *Partnerships in Education; Program Descriptions; Public Schools; Success; *Urban Schools
IDENTIFIERS- Accelerated Schools; New York City Board of Education; *Schools Reaching Out Project

The Schools Reaching Out program attempts to help urban public schools change their relations with low-income parents and their communities and to move closer to academic and social success for all children. The program, initiated in 1988, has grown into the 89-member League of Schools Reaching Out. The New York Cluster of Schools Reaching Out was formed in 1990-91 when four schools joined another elementary school that had begun research efforts. Each of the schools in the cluster had a collaborating outside partner organization or agency. Each school defined a project that focused on some aspect of student learning. Two schools identified students' social skills; one chose curriculum reform, one selected assessment, and the last chose to participate in New York City's Accelerated Schools Program. This report begins with a description of the projects through 1992-93 and the subsequent steps they are planning. The second section of the report is comprised of reflections on the cluster experience in the larger context of research and on efforts to build family-school-community partnerships. The final section proposes a framework for building partnerships through shared decision making and activities. Appendixes list the cluster schools and partners and the minigrants received by one school. (Contains 38 references.) (SLD)

ED 376 257 UD 030 171

Valdivieso, Rafael

The Education Reform Movement: Impact on Hispanic Youth in the Mid-Atlantic Region.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- May 85
NOTE- 21p.; Paper presented at "The Education Reform Movement: Impact on At-Risk Youth" conference (Philadelphia, PA, May 9-10, 1985).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Demography; *Disadvantaged Youth; Dropouts; *Educational Change; *Hispanic Americans; *Limited English Speaking; Low Achievement; Needs Assessment; Secondary Education; Social Problems; Trend Analysis; Urban Schools
IDENTIFIERS- *Reform Efforts; *United States (Mid Atlantic States)

To understand why the general situation of young Hispanic Americans is critical it is necessary to consider some demographic characteristics of the Hispanic population and examine the need for reform in their educational experiences. The impact of some current initiatives in the Mid-Atlantic region are discussed, and some alternative reforms are suggested. Hispanics are the youngest and fastest growing segment of the U.S. population and in the Mid-Atlantic region in particular. A number of factors contribute to low academic achievement among Hispanic-American youth, and a high dropout rate is a further indication that Hispanics are not faring well in school. Limited English proficiency is only one aspect of the situation, which is compounded by a number of social factors. A survey of education reforms in the Mid-Atlantic region suggests that many reforms have been fashioned as if the nation were homogeneously white and middle class. A look at proposed alternative reforms indicates that these may also ignore the special needs of at-risk students. Fine tuning reform efforts will be necessary if the needs of Hispanic-American youth are to be met. Three tables summarize reform efforts. (Contains 21 references.) (SLD)

ED 376 216 TM 022 355

Spray, Judith; Miller, Tim
Identifying Nonuniform DIF in Polytomously Scored Test Items. ACT
Research Report Series 94-1.
PUB DATE- Jun 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; *Identification; *Item Bias;
*Sample Size; *Scoring; Statistical Analysis; *Test Items
IDENTIFIERS- *Logistic Discriminant Function Analysis; Mantel
Haenszel Procedure; *Polytomous Scoring

Computer simulations under three conditions of polytomous differential item functioning (DIF) compared the ability of three different statistical procedures to detect nonuniform DIF. The procedures were a nominal and an ordinal extension of the Mantel-Haenszel statistic, and logistic discriminant function analysis. Results showed that only the logistic discriminant function analysis could detect all types of nonuniform DIF simulated when sample sizes were moderate to large (i.e., N 500). This procedure is recommended when nonuniform DIF identification is required. Contains 2 tables, 3 figures, and 10 references. (Author/SLD)

ED 376 258 UD 030 172

Glatthorn, Alan A.
Curriculum Reform and At-Risk Youth.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

AUTHOR INDEX RIE VOL.30 NO.3. FROM:ABRAMS, LES 0004
ED 375 244 MARCH 1995 TO:ZUCKER, GEO

Abrams, Leslie R.

The Contribution of Social Roles to Psychological Distress in Businesswomen.
39p. 1mf. L1 ED 375 326

Abu Hassan, Musa

Media Selection for Agricultural Knowledge Transfer: The Malaysian Experience.
25p. 1mf. L1 ED 375 443

Addessio, Barbara K.

Using the Internet in Middle Schools: A Model for Success. A Collaborative Effort between Los Alamos National Laboratory (LANL) and Los Alamos Middle School (LAMS).
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Adelman, Clifford

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Anderman, Eric M.

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12p. 1mf. L1 ED 375 367

Teacher Commitment and Job Satisfaction: The Role of School Culture and Principal Leadership.
41p. 1mf. L1 ED 375 497

Anderson, Beverly L.

A Framework for Understanding and Assessing Systemic Change.
10p. 1mf. L1 ED 375 459

Anderson, Caitlin

"How Can My Faith Be So Different?": The Emergence of Religious Identity in College Women. ASHE Annual Meeting Paper.
34p. 1mf. L1 ED 375 724

Anderson, Jeffrey A.

A Continuum of Services within General Education for Students with Behavior and Emotional Disorders.
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